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ABSTRACT

This handbook presents the steps that must be taken to assure an effective and meaningful volunteer program. The handbook is comprised of the following chapters: I. Volunteering--History and Philosophy; II. Areas of Volunteering; III. Board--Purpose and Functions; IV. Organization of Volunteer Service; V. Recruitment and Promotion; VI. Interview and Placement; VII. Orientation of Volunteers; VIII. Retention of Volunteers; IX. Record Keeping; X. Budgets and Financing; and XI. Evaluation of Program. (DB)

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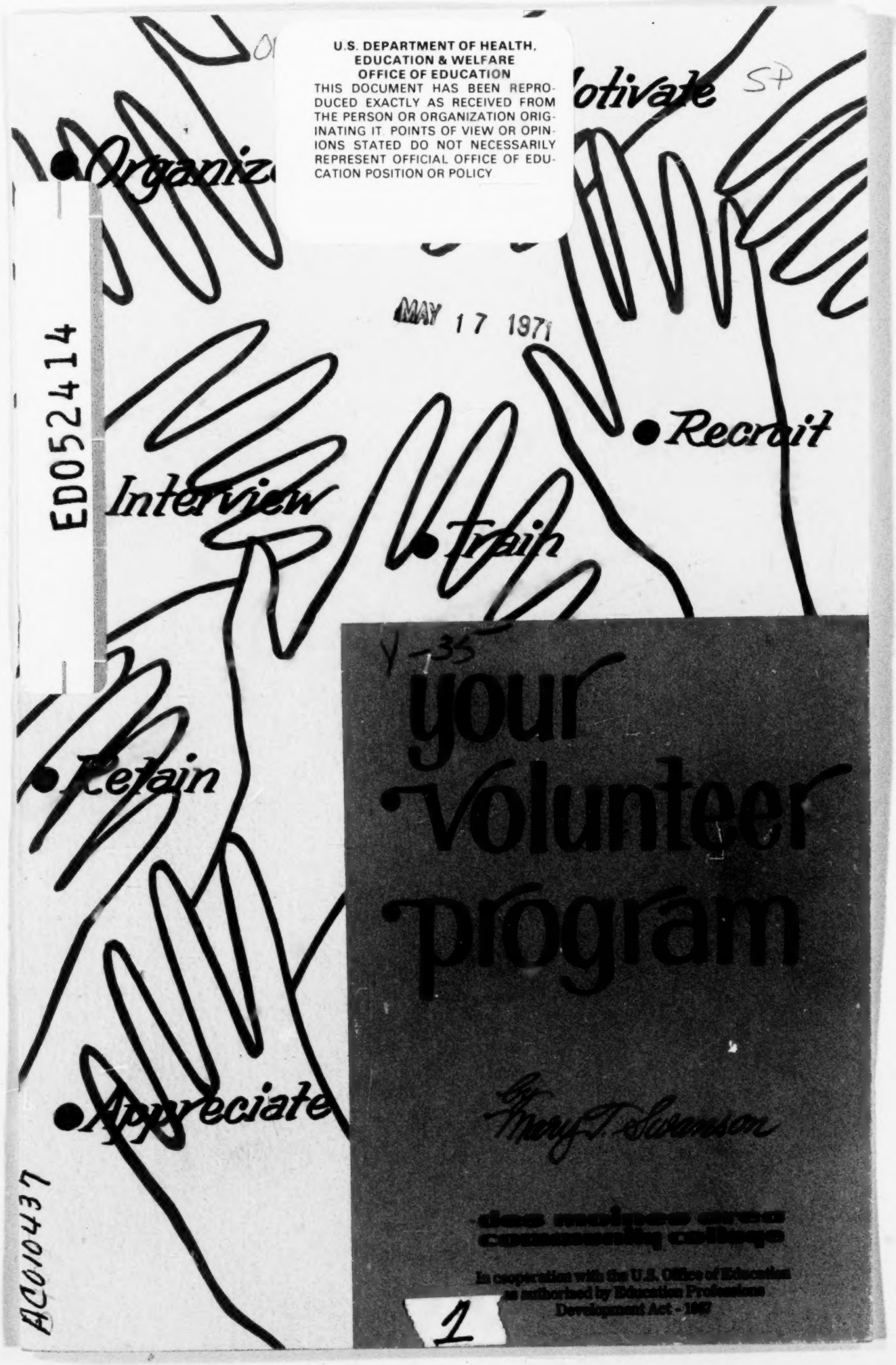

your volunteer program

by Mary T. Swanson

dana randolph evans community college

In cooperation with the U.S. Office of Education as authorized by Education Professions Development Act - 1967

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Your Volunteer Program

ORGANIZATION AND ADMINISTRATION

OF

VOLUNTEER PROGRAMS

BY

MARY T. SWANSON

APRIL 1970

E P D A VOLUNTEER COORDINATORS PROGRAM

DES MOINES AREA COMMUNITY COLLEGE

2006 ANKENY BOULEVARD

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FOREWORD

This handbook entitled, "Your Volunteer Program," was made possible by a grant from the U. S. Office of Education, Bureau of Educational Personnel Development, Grant #OEG-0-9-254451-1941-725, to the Des Moines Area Community College, Ankeny, Iowa. Two other colleges in the United States were approved for similar grants, namely Washington Tech in Washington, D.C. and San Diego State College in San Diego, California.

In July of 1969, the Des Moines Area Community College received a grant for the purpose of developing a model to help establish and expand volunteerism in education and for other voluntary organizations. This handbook was developed to portray the steps one must go through to have an effective and meaningful volunteer program.

With the development of this handbook, we hope that many volunteer organizations will be initiated or improve their organization's ability to contribute to solving society's ills through a more effective volunteer program. Never has there been a time in our history, as a nation, when it has been more necessary to make maximum use of our human potential and resources as there is in the 70's. The problems of our society are many and complex, therefore, the solutions are also many and complex. However, one bright spot looms in the effective utilization of the volunteer to help in the solution of these problems.

In the educational sector we are concerned about "Why Johnny Can't Read." One solution is the effective use of the volunteer in our classrooms at all levels. One of the objectives of the U.S. Office of Education, Education Professions Development Grant to Train Volunteer Coordinators, was to develop a handbook for the effective use of volunteers in the educational setting. Because components of volunteer programs basically do not vary when in different settings, this handbook has been developed so that it may be applicable to any host situation.

Logically, steps to find and effectively utilize services of persons in volunteer work will be outlined in the following chapters. The need for a volunteer service within the agency is the basic consideration, and if the need has been established, structuring a sound program is vital before one dives off the deep end into a helter skelter fashion of inviting volunteers to participate. Many organizations are currently evaluating their volunteer programs, improving and expanding their services, and new techniques and guidelines are constantly being sought.

This handbook has been developed by Mrs. Mary Swanson, Associate Director of the EPDA Voluntee.· Coordinators Training Program at the Des Moines Area Community College. I wish to express my appreciation to her for the outstanding contribution she has made in the development of this handbook and wish to acknowledge and express our appreciation to our Advisory Committee who have been invaluable in making content suggestions and in communicating to us resource material. We sincerely hope this handbook will make a contribution in improving the effectiveness of volunteer programs and we hope that it will be valuable to each and every reader.

Dr. Philip D. Langerman, Director
EPDA Volunteer Coordinators Program
Assistant Superintendent, Instruction
Des Moines Area Community College

INDEX

		Page
CHAPTER I	VOLUNTEERING—HISTORY AND PHILOSOPHY	1
	Why People Volunteer	2
	Motivation	5
CHAPTER II	AREAS OF VOLUNTEERING	9
	Value of A Development Plan	11
	General Areas	12
	Group Jobs	12
	Educational Areas	
	In the Schools	13
	In the Community	18
	Health	18
	Welfare	21
	Cultural	23
	Recreational	24
	Civic	25
CHAPTER III	BOARD—PURPOSE AND FUNCTIONS	27
	Organization	28
	Policies	28
	Officers	30
	Meetings	33
	Executive Board	34
	Committees	34
	Parliamentary Procedures	35
	Amending By-Laws	36
	Agenda	36
	Voting	38
	Board Relationship to Staff	38
	Board Orientation	40
	Board Relationship to Volunteers	43

CHAPTER IV ORGANIZATION OF VOLUNTEER SERVICE 47
Development of The Agency Program 48
Guidelines for The Agency Program 50
The Staff 54
Committee Structure 59
Organizing A Volunteer Bureau..... 61

CHAPTER V RECRUITMENT AND PROMOTION.. 71
Recruitment 72
Steps In Recruiting Process 72
Where To Look for That Specialty Person 75
Untapped Sources of Volunteers.... 76
When To Recruit 77
Volunteer Bureau Recruitment..... 77
Promotion 78
Materials for Distribution..... 79
Newspapers 80
Radio and Television 83
House Organs 85
Advertising 85
Letter Writing 85
Exhibits 87
Newsletters 87
Speakers' Bureau 89
Mechanics 92
Conventions Or Annual Meetings.... 93
Press Conference 94
Photographs 95
Evaluation 96
News Reporting Network 97
Public Relations Workshop 98
Continuity 98
Potpourri 99

CHAPTER VI INTERVIEW AND PLACEMENT.....105
Why Interview 106
How To Interview 107
A B C's of Interviewing 111

Always
Be
Concerned
Placement 112
Terminating The Interview 114
Evaluating The Interview 114
The Art of Consulting 115
Civil Service Interviewing 117
Group Placement 118
Volunteer Bureau Interviewing 120

CHAPTER VII ORIENTATION OF VOLUNTEERS 131
Orientation 133
Job Induction 135
In-Service Training 135
Extent And Timing of Training 136
Combined Training 137
Working With The Young 137
The Training Challenge 138
School Volunteer Orientation 139
Children Learn What They Live 141

CHAPTER VIII RETENTION OF VOLUNTEERS 143
Supervision 144
Participation And Advancement 150
Recognition 151
Special Awards 153
Preparation For A Special
Award Ceremony 154

CHAPTER IX RECORD KEEPING 162
Consolidation of Records 164
Categories of Records 165
Records For Volunteer Bureau 167

CHAPTER X BUDGETS AND FINANCING 169
Budgets 170
Financing 174

CHAPTER XI EVALUATION OF PROGRAM 177
Methods 178
Effectiveness 182
Evaluation Checklist 182
Accomplishment And Results 189

CHAPTER 1

VOLUNTEERING – HISTORY AND PHILOSOPHY

	Page
	1
WHY PEOPLE VOLUNTEER	2
MOTIVATION	5

CHAPTER I

VOLUNTEERING—HISTORY AND PHILOSOPHY

Sociology explores the general principle that the way men behave is largely determined by their relations to each other and by their membership in groups. Volunteerism is an outgrowth of this principle and is reflected throughout history by men helping one another. America has been founded and built upon the foundation of self-help. In 500 BC the Talmudic Sages included in their Jewish Civil and religious laws ten principle deeds by which man can earn his reward for good living. Among these were —

- the practice of charity
- hospitality to wayfarers
- visiting the sick
- providing dowries for poor brides
- attending the dead to the grave
- acting as peace makers

Services of volunteering as we know them today in welfare, health, civic, recreational and cultural areas are reflected in these ancient principles.

Democracy in America has strengthened the web of friendship and the pattern established in early colonial times has been reflected in the so-American tradition of helping thy neighbor. As more needs for assistance were evidenced by persons, help for them was provided on a more organized basis. Hence, community service organizations were created to care for the handicapped, the poor and the unprotected. Many resources are available for detailed narrations of the history of volunteer programs and services, and of famous volunteers such as Jane Adams, Florence Nightingale, Clara Barton, Dr. Paul Dudley White and many others.

In the 1970's there is an ever increasing need to transform the expression for concern into action. Never before has there been so much emphasis on the need for volunteers in the social change being effected today by civic and voluntary organizations. Richard Nixon stated in his campaign for the Presidency, "I intend to set up a national clearing house for information of voluntary activities . . . the government can

make it possible for groups or individuals anywhere in the country to discover at once what the experience of other communities has been and to benefit from it . . . The Voluntary Way is deeply rooted in American history and in the American character. Today this is needed as seldom before—needed in the cities, in the depressed rural areas, needed where government has failed." In April of 1969, President Nixon established a Cabinet Committee on Voluntary Action, naming as chairman, George Romney, Secretary of Housing and Urban Development, and an office has been opened for the National Program for Voluntary Action, 451 Seventh Street, Southwest, Washington, D. C., 20410.

Poverty programs established by the 1964 Economic Opportunity Act and the governmental emphasis on the "Right to Read" for every American have provided a great need for the utilization of voluntary time by any and all who can be challenged to give of their time and talent.

The Department of Health, Education and Welfare defines a *volunteer* as a person who contributes his personal service to the community through the agency's human services program.

He is not a replacement or substitute for paid staff, but adds new dimensions to agency services and symbolizes the community's concern for the agency's clientele.

Partially paid volunteers are defined as volunteers who are compensated for expenses incurred in the giving of services. Such payment does not reflect the value of the services rendered or the amount of time given to the agency.

WHY PEOPLE VOLUNTEER

It is our purpose to rationalize, in an un-scientific manner, why people volunteer. There are two basic categories into which these reasons may be classified. Either a person volunteers because he sincerely wishes to perform a service to others for which he will receive no monetary compensation, or he serves as a volunteer because he has been assigned or brow-beaten to do the job. First we shall consider the person who is in the latter category, whose business has "offered his services," or associates have called upon him to give of his

time and he is either repaying a favor they have performed for him or he expects one from them in the future. This situation happens all too frequently, where the boss or a customer, or the boss's wife calls to ask you to do them a favor and you hesitate to decline, although you may not really have the time or the particular talent for the task. "Pressure volunteerism" probably recruits more volunteers than any other method, but does not provide the properly motivated persons who will really do the best job. Many of these persons will tend to gain stature and power to satisfy their own motives, which may or may not benefit the volunteer program.

We undoubtedly shall never eliminate this drafted volunteer and it shall be our obligation to provide him with the motivation and orientation to perform his task after he has been so assigned, and a rationalization that there are other benefits from volunteerism than just to be lauded and to receive thanks.

There are many reasons why we may willingly become a volunteer. A desire to become responsibly involved in the real problems of society and our community; the constant exposure through daily media—television, radio, newspapers, magazines—and even in the entertainment field, has prodded our consciences to offer our help. It is obvious that donated services to public institutions will not only improve the quality of the institution's program for the community, but can also reduce the cost of operation of the department.

Often we volunteer our time to help ourselves or members of our families. Working in school volunteer programs may directly benefit our children's education or we may devote many hours of time to a particular health agency because a member of our family is afflicted or may be prone to a disease. The need for a child to have a leader for his youth group recruits many parents and this benefits countless other young people.

More leisure time is now available to many. Automation in the home has freed the housewife from hours of housework and the shorter 35 hour work week may soon be reduced even further. In the office, computers and automation have created a desire for human contact. Executives of corporations, without question have always given volunteer service during busi-

ness hours, but the man on the assembly line or the switchboard operator has not been allowed to contribute his gift of service to a day-time agency needing volunteers. The company may receive as many public relations benefits from this release of employee time as any other, although this should not be their motive for allowing time off for service to the community. The new experiences and change from daily routines may provide the stimulation to create an awareness that will boost the morale of the employees.

The project manager for Urban Education for the American Telephone and Telegraph Company says there are 57,000 of their employees who perform volunteer service. When release time has been afforded their employees to be volunteers, companies are now asking for results to the community and they are finding it difficult to measure how effective they are. Can you demonstrate how beneficial a program is in teaching a child to read? The only known research to have been completed is in the Youth Tutoring Youth program; in this program it seems the tutor receives more benefits than the tutee. Organizations must find ways to evaluate the benefit of volunteer service to sell business and industry on releasing employees for volunteer activities.

People often find that their jobs offer relatively little opportunity for satisfying their deeper needs and so they turn to hobbies or other non-job pursuits when automation no longer requires their best efforts and enthusiasm. Physicians and vocational counselors have realized the bleakness of the job environment and have recommended that frustrated workers find another way to satisfy their needs for personal contacts and use of their skills and ideas. This is more prevalent in the areas of the production worker without college education and the middle-aged in pre-retirement years. These are the individuals who can provide the new potential resource for the many volunteers being sought today.

As people become better educated and more specialized in both business fields and creative hobbies, they feel an obligation and desire to share this knowledge with those who desire to learn. On the other hand, we have learned that an educational degree is not the only qualification necessary for teaching others, and many of the most effective tutors are the

under-educated who have been properly trained in basic skills and possess the proper attitude.

Observance of an associate or neighbor who is effectively doing a noble and challenging volunteer service may provide the motivation to cause many to investigate and respond to a need; or the desire to be part of the club or group with which one associates.

Individuals have a basic need to help others and the degree to which they will strive to meet these basic human emotional needs will depend upon their personal values. There also is a need to be needed. The retiree expresses a desire to be re-treaded, not retired. For many it provides therapy, if they are lonesome or living with relatives and need outside contacts.

Newcomers to a community find volunteering a "natural" for meeting others in the community. Students on a campus may become involved quickly with activities through volunteering.

MOTIVATION

Action is the beginning of everything! In every human activity, nothing of any consequence happens until a person wants to act. What he accomplishes depends to a considerable extent on how much and why he wants to act. Beyond this point the nature of human motivation becomes complex and subtle. But everyone alive is motivated and the object of their motivation is some personal goal. Our usual speculation about this goal is that it is an immediate and obvious one, such as security, prestige or money. Often these tangible goals really only pave the way for providing the person with attainment of any individual's ultimate purpose—which is to be himself.

Motivation is the underlying factor in recruitment, supervision and promotion of the volunteers and shall be discussed at greater length in later chapters.

Everyone has purposes and these purposes affect the way he works. The most powerful motivators are the elementary biological needs—food, drink, warmth, shelter and the like. But personal growth is potentially the most powerful motivator of all, because unlike other motives, it can never really be satisfied.

Social and cultural environment in which any individual grows to adulthood has much to do with his goals, aspirations and motivation. E. B. Smith said "People rarely fail because they intend to. They fail because they fail to do what they intend to do." You can't make a horse drink, but you can make him thirsty. No one will work hard if he doesn't want to. The job therefore is to make him want to work. People think, "I will think about that tomorrow." We must make them think about that today, if we are to get them to volunteer. The ability to find this talent and match it to the need for a volunteer is our task. People work for the feeling of accomplishment they get from a job well done. They work to belong; to be a part of a group.

Professor H. Harry Giles of the School of Education, New York University, has summarized well fifteen basic principles which motivate persons to volunteer. They are—

- participation
- faith
- belief in the plan of action
- recognition of the problem
- being critical of life
- attacking the root problem
- to identify personally
- to be wanted
- seeing a range of possibilities
- rewards and recognition
- trust and responsibility
- to have power
- to associate with positive action
- to enhance self-respect
- to grow and belong

Most studies have concluded that human satisfaction derived from being a volunteer is the foremost motivation for volunteering. In a Gallop Poll, 65 million Americans said they would volunteer if asked. We must find ways of asking them. The whole voluntary effort in this country is at the cross roads. The present pattern will not suffice to meet the demand. Satisfaction alone will not motivate enough persons. They must be made aware of the *need* for their help and satisfaction should be a by-product of volunteerism.

In a research project reported in "Volunteers in Community Service," conducted to determine the motivation of North Carolina volunteers, 525 volunteers gave the following reasons for doing volunteer work:

REASONS FOR DOING VOLUNTEER WORK

Reason	% Ranking Important	% Ranking Unimportant
I enjoy being with people	89.1	10.9
I like to get out of the house	23.8	76.2
I like to be helpful	96.4	3.6
The work is extremely interesting	85.1	14.9
It is very important the work be done	94.3	5.7
It is important to my family that I do volunteer work	14.6	85.4
My close friends do volunteer work	15.1	84.9
I feel it is my duty to do volunteer work	72.3	27.7
My relationship with those I serve is very rewarding	92.4	7.6
I like to feel needed	71.9	28.1
Volunteer work gives me prestige	11.9	88.5

For an excellent analysis of these reasons, read chapter five of this publication by Guion Griffis Johnson.

The leadership of every organization, staff and volunteer alike, should pledge its commitment to continual research for new ways to motivate members of their community to volunteer and to provide them basic training for service to others.

In the book "The Year 2000" by Herman Kahn, Mr. Kahn says —

"Increasingly we are not only developing primary occupations and secondary occupations, but also teritary occupations. Women's prime role is becoming less central to her life and less capable of satisfying her full range of interests. Most of us are going to have to find volunteer activities in order to fulfill all the capacities and needs we have. It's going to become increasingly important, not only in terms of what the city needs, but in terms of what the individual needs.

"People are getting less personal satisfaction than they used to because they're mechanized or automated; the human element is taken out of them. You have that kind of job; so you earn your living that way. But you really satisfy yourself on what you plan to do on a voluntary basis, because you've got some command of what is going to take place there."

CHAPTER II

AREAS OF VOLUNTEERING

	Page
VALUE OF A DEVELOPMENT PLAN	11
GENERAL AREAS	11
GROUP JOBS	12
EDUCATIONAL AREAS	13
IN THE SCHOOLS	13
IN THE COMMUNITY	18
HEALTH	18
WELFARE	21
CULTURAL	23
RECREATIONAL	24
CIVIC	25

CHAPTER II

AREAS OF VOLUNTEERING

Agencies need to be creative in the development of volunteer jobs to catch the attention of Mr. John Q. Public. Gone are the days when very many persons can be attracted to routine dull jobs of filing, sorting, pasting labels or stuffing envelopes. There is an occasional person for whom this is good therapy, if their usual day is hectic and full of confusion, but the best resources for volunteers for these jobs are groups, who can relieve the monotony of the job while quietly visiting with their associates.

Volunteer services vary from a relatively simple task of phoning a handicapped person to visit and cheer him, all the way to the spectacular service performed by Bob Hope when he picked up the $70,000 dinner tab at the Waldorf-Astoria Hotel in New York City and entertained the guests who contributed $1,000 apiece to the Eisenhower Medical Center at Palm Desert, California. Other volunteers are building a seven-room home for Margaret and William Kienast, parents of newly-born quintuplets in Liberty Corners, New Jersey. But whether materials, time or dollars are being donated, all denote sincerity of the individual's purpose.

Harriet H. Naylor in her book, *Volunteers Today*, says, "For some organizations, making a modern volunteer development plan may have to begin with an examination of constitutional and organizational structure. The findings could mean reaffirmation for today's world, a shift of emphasis, or even quite different objectives. The National Foundation for Infantile Paralysis was forced to change objectives when its original purpose was accomplished by the polio vaccines. Found was a new, broader purpose which continues to attract and hold volunteers.

"It is essential to express the ideals of each organization in terms which will appeal to the calibre of persons needed. Whether our agencies have retained their connections with a religious community or not, most of them have had roots there. We know from response from the Peace Corps that there still are many people who would like to realize their ideals through

work in an organization dedicated to service to others. To many of these, salary is secondary. Current leadership, both staff and volunteer, must look beyond their own experience and find ways to translate these ideals into meaningful action through service. A wide range of activities is possible in each organization. Objectives and goals must be clearly expressed for people who *care* so they can see this particular organization as a place to make an important contribution to mankind through volunteering. If we are to make use of the increased time away from work of skilled and semiskilled workers, the appeal from the onset must be not only idealistic but also practical and realistic in terms of their needs."

VALUE OF A DEVELOPMENT PLAN

The outline of volunteer jobs on the following pages should be studied with these considerations —

- many tasks will require considerable more training than others
- many tasks can be performed only by professionals

The job listings have been categorized into general areas, jobs for groups, and volunteer services in the educational, health, welfare, cultural, recreational and civic fields.

GENERAL

Participate in Speaker's Bureau of organization, "telling their story."

Prepare and disseminate publicity for agency to media, organizations, professional journals and newsletters.

Serve on boards and advisory committees.

Recruit other volunteers.

Interview volunteers.

Provide orientation for volunteers.

Supervise volunteers.

Teach hobby activities to others—gardening, photography, collections, woodworking, needle craft, sports, etc.

Clerical and receptionist in offices of agency, hospital, church, neighborhood center, etc.

Prepare mailings.
Listen to people, and understand.
Plan, design, setup and/or staff exhibits for agency.
Raise funds.
Take people to church, Sunday school classes and other church meetings.
Serve as receptionist in agency office, days or evenings as needed.
Keep accounts for snack, thrift, or gift shops of the agency.
Organize and catalog books for agency library.
Carpenter, plumber and electrician for repairs (Mr. Fix-it).
Teach grooming, poise, make-up, carriage to young girls.
Keep scrap books and clipping files up to date.
Professional consultation—lawyer, doctor, clergyman, psychiatrist, dietician, social worker, accountant and other businessmen.

GROUP JOBS

Prepare mailings.
Assemble kits of educational or fund raising materials.
Make materials to be used for patients' therapy.
Sew and mend.
Make toys, tray favors, etc.
Distribute educational and fund raising materials.
Coordinate a transportation service on a scheduled basis by members.
Adopt a family or homebound persons to offer help and friendship.
Sponsor fund raising benefit for an agency.
Do clean-up project, inside and outside of agency's property.
Phone or visit businesses to secure pledges of summer jobs for needy youth.
Service health literature racks in physician offices and hospital waiting rooms.
Clean camp sites.
Group singing, caroling and other entertainment for shut-ins.
Plan parties for young, elderly and handicapped.
Collect games and prizes for parties.
Sponsor a youth club interested in learning the "speciality" of the group, such as photography, gardening, printing, coin or stamp collecting, interior decorating, nursing (Future

Nurses Club), medicine (Future Physicians Club), etc.
Group leaders for delinquent youths.
Canvas homes for blood donors.
Take children from a group home on regular monthly outings.
Deliver and return library books from retirement and nursing homes.
Conduct door to door survey.
Make cookies and sandwiches for day care centers on organized schedule.
Decorate a Christmas tree for group homes, nursing homes, etc.
Collect scraps to make pillows, afghans or quilts for elderly.
Collect canned goods for holiday gift baskets.
Collect books and sort for book sale.
Make layettes.
Compile scrap books for young and old.
Donate plants and flowers to pre-schools, nursing homes, etc.

EDUCATIONAL

IN THE SCHOOLS

Classroom
perform clerical, monitorial, and teacher reinforcement tasks under the direct supervision of the classroom teacher
write notes to parents
assist young children with clothing
tidy room
water plants

Audio-Visual Technician
compile picture files, inventories, stories
perform simple maintenance tasks
operate audio-visual equipment
assist as a stage manager
prepare audio-visual materials
make tapes of children's stories for classroom use

School Counselor
perform clerical, monitorial and counseling reinforcement tasks under the direction of the counselor
good neighbor to family of child with problems

School Lunchroom
supervise lunchroom according to school practices during lunch periods
maintain order
help children when assistance is needed
work with administration and teachers to improve procedures
supervise after-lunch playground or special activities
sell meal tickets

General School
perform a variety of school duties as assigned by principal, assistant principal, or designated teacher
assist at doors, in halls, office, bookstore, library, clinic, classroom
collect and count money
catalog magazine and newspaper articles pertaining to class units
register children for school insurance program

School Community
act as a liaison person between the school and the community by informing parents of school and community services and by informing teachers of community problems and special needs

School Hospitality
arrange for parent-teacher interviews
receive parents who visit the school and, under the direction of the principal, conduct the parents to meet with the teacher
arrange for refreshments for teachers, parents, and children
be a translator
arrange tours of school and of the volunteer program

Departmental
work in a particular school department (language, science, fine arts, etc.) to perform designated departmental tasks such as record keeping, inventories, attendance, supplies, marking objective tests, etc.

Library
work under the supervision of the certificated librarian to assist in operating the school library

shelving, repair, filing, clipping, circulation and book processing
clerical help in central school library

Testing Service
work with professional testers in schools or regional centers to arrange for, administer, check and record students' test results

Teacher Clerical
perform record keeping function
collect, monitor, duplicate tests and school forms
plan and supervise grade parties

School Security
Assigned by the principal to security tasks—doors, corridors, special events, lavoratories, parking lot
banking of school receipts

After-School Program
sponsor club activities such as stamp or coin collecting, sports, drama, photography, knitting
supervise under the direction of the teacher, any after-school activities
chaperone functions

Materials Resource Center Assistant (Program Learning Lab Assistant)
perform clerical, custodial, and monitorial functions in a material resource center or program learning laboratory

Special Talent
offer special talents to assist teacher in teaching art, music and/or crafts

Special Skills
assist teacher by having special skills in the areas of shop, homemaking, or speaking a foreign language (i.e. native Spanish speaker)

Crisis Center (Opportunity Room)
work with children who have problems of adjustment in the regular classroom situation

Playground (Recreation)
work with teachers during the school day to assist with physical education activities
organize games, sports, or intramural activities

Reading Improvement
assist reading specialist with basic and/or remedial instruction in a single school or group of schools

Special Education
assist special education teacher in implementing instruction and activities for individual or groups of special education pupils

Speech Correction
work with speech correction teacher to provide increased correctional services for pupils with speech problems

Attendance Officer
provide assistance in dealing with attendance problems
may make home calls whose purpose is delineated by the attendance officer

Bus Attendant
employed at beginning and end of the school day to supervise loading and unloading of school buses
may be assigned to ride buses especially those transporting very young children and on field trips

High School Theme Reader
read and check class themes for those aspects of writing indicated by the teacher

School Health Clinic
operate health clinic under the direction provided by school nurse
simple first aid and sympathy in absence of nurse
dental hygiene assistant

Laboratory Technician
assist in school laboratories (language, science) under supervision of teacher
set up, maintain, and operate equipment

Story Telling
in libraries, classrooms or recreational areas

Registration
children in pre-kindergarten, kindergarten and other grades

Decorate Room
cut mats for pictures

change pictures on bulletin boards
mount pupil's work
create holiday displays

Career Motivation
talk on career opportunities
arrange visits to hospitals, industry, etc.

Enrichment Programs
display special collections
assist in assembly programs
"art exhibits go to school"
arrange special holiday programs
act as resource person for science, social studies and other units in curriculum
speak to classes about particular subject in which volunteer is authority
show slides, films and souvenirs such as costumes, or dishes from trips taken
trouping theater opportunity—special holiday programs
field trips to farm, zoo, parks, industry, etc.

Tutor
give warm friendship and supportive help on individual basis with student school work

Create Supplies
make costumes for plays
make educational games and teaching aides for remedial reading and tutors; flash cards, bean bags, charts
make "feel books"
design bulletin board displays, posters
make puppets

Adult Education
teach classes
take enrollment and collect fees

IN THE COMMUNITY

tutor adults in basic education
tutor college students
staff mobile and neighborhood library units
teach negro history and culture
plan and lead discussion groups
give lectures and informational talks
assist students in obtaining scholarships
serve at Science Center as tour guide, office worker and on field trips
teacher aide in pre-schools
attend school board meetings
study innovations in field of education
for Head Start classes and day care centers provide

toys	science displays
puppets and theatre	plants and seeds
favors and prizes	name tags for trips
games	holiday decorations

donate books, encyclopedias and magazines to libraries of neighborhood centers, nursing homes and other institutions
share collections and exhibits with others
teach boys car or electrical appliance repairing; industrial arts
on educational television, moderate panels, perform in skits and other programs
donate funds for college entrance test fees

HEALTH

Distribute educational materials about prevention and treatment of diseases to the public.
Teach First Aid; give First Aid when needed.
Plan, design, set up and/or staff exhibits for the public and professionals.
Show educational films to schools, clubs and organizations and other publics.
Plan public forums and meetings to discuss health problems and solutions.
Distribute educational materials to professional personnel, etc.
Plan professional educational programs.

Nurse or aide assistant in clinic.
Assist with immunization programs.
Provide transportation for patients to and from services.
Take children and adults to dental clinics.
Deliver meals to home bound.
Crochet bibs for cancer patients.
Improve quality of patient care.
Assist with patients' therapy.
Weigh and measure children in well baby clinics.
Visit homebound, providing recreation and friendly help.
Assist in dental clinic.
Donate blood.
Staff a counseling phone service for troubled youth.
Assist patient's family with therapeutic support and services, etc., sitting with elderly, handicapped or children.
Make folded newspaper nursing bags for public health nurses.
Prepare special diets.
Teach work simplification to patients whose activities have been limited.
Prepare materials for patients' use, etc., bandages, pads, blood, etc.
Assist in health careers orientation programs.
Give health services to children in day care centers.
Teach nutrition to mothers, the elderly, and the under-educated.
Make articles for use by blind.
Provide friendship and help to a mental health patient in and out of institutional setting.
Physical therapy aide for stroke patients in their home.

Serve in hospitals, nursing homes and related institutions:
supervise youth volunteers
waiting room; hostess, information
floor secretaries; type, file, answer phone
dietary aide; assist with general diet trays
children's play room—recreation
feed and entertain children in rooms
sewing and mending, surgical gowns and sacks, linens, gowns, etc.
make toys and tray favors
decorate rooms
supply service—preparation of materials for sterilization and distribution in hospital

make items for fund raising activities
public relations—newsletter, etc.
friendly visiting
take pictures of patients
assist staff in finding foster homes for patients ready for discharge
help patients find employment
play piano for religious services
help patients engage in volunteer work in community
assist staff in preparing patients for discharge
receptionist—information and visitor control
assist with tours of facilities
teach speech to aphasics
transportation of patients within hospital
interview admitting patients
take ambulatory residents shopping or to movie; or shop for resident
emergency room; information, hostess
clerical duties in pharmacy, admissions, medical records, and other departments
crafts, games, social and recreational activities; provide prizes
escort service for new patients and other patients to treatment areas
handle personal business affairs for patients
messenger service
linen room check
nursing service assistance, making empty beds, feeding patients, etc.
remember patients on birthdays and other special occasions
flower care—delivery arrangements and care
assist with hearing and sight testing
library service—delivery of books and magazines to patients; clerical help in patients' and medical library
provide beauty services
mail distribution
serve as interpreter for non-English speaking patients
read, write letters or visit; wheel chair service for convalescent patients
therapy aides: recreation, occupational, physical and other corrective therapy aides
in gift shops as buyer and sales person

snack shops in cashiering, food preparation and serving
teach a hobby

Special jobs for youth, in addition to many of those above with proper training and supervision
(May be given designation such as Candy Stripers)
run movie projector
operate ditto-type machines
storeroom supply check
deliver water to patients
messenger service
befriend another teenager in the mental health department
clean up assistance in laboratory
care for experimental animals

WELFARE

Conduct research.
Friend to a fatherless boy or motherless girl.
Assist with housing, employment, etc. of clients.
Teach nutrition and homemaking skills.
Assist clients with money management and budgeting.
Professionals give sessions about court procedure, child care, health problems, etc.
Baby-sit for clients so they may secure education, health and social services.
Help clients find assistance from community services.
Teach housekeeping efficiency and practices.
Repair toys and mend clothing.
Provide food, toys and clothing for clients (not just at holiday time).
Transport young babies from hospitals to foster homes.
Help emotionally disturbed children.
Plan programs and work with retarded children and adults.
Instruct birth control classes.
Draft legislation and lobby for effective programs.
Process applications for reduced bus fares for elderly.
Help develop sheltered workshops and social activity clubs for clients.
Develop foster homes and find suitable ones for clients of all ages.
Build ramp to home for wheelchair patient.

Conservator for elderly and handicapped, establishing bank accounts and paying bills.
Secure food stamps and shop for elderly and handicapped.
Assist with preparation of income tax returns.
Can surplus food for clients.
File Homestead and Military tax exemptions for homebound and disabled.
Sponsor or transport a child to camp.
Provide recreation for occupants of rehabilitative half-way houses.
Transportation of clients to service.
Repair electrical appliance, radios and televisions for handicapped.
Union buddy—counselor for unemployed or newly-employed.
Plan and implement holiday observances in institutions.
Initiate and conduct surveys to assess unmet needs and gaps in services.
Participate in group sports activities with boys from broken homes.
Organize a "Train A Maid" program to teach women the techniques of caring for a home for others and themselves.
Find volunteer projects for residents of nursing homes, such as preparing large volume mailings or roll bandages.
Serve as travel aide in public transportation terminals.
Keep records in Welfare Clinics.
Teach ADC mothers to teach each other good housekeeping practices.
Provide speech therapy to children who cannot talk; survey preschool and baby cottages for purpose of environmental changes that could encourage speech and language development.
Assemble small personal item kits for women in nursing homes.
Perform clerical jobs in social work departments, keeping files up-to-date, cataloging books, etc.
Serve as receptionist in social work departments, assisting clients and their families to understand and comply with procedures.
Research assistants in administrative and collaborative studies.
Language interpretor.

Scout and investigate community resources, such as foster or boarding homes and personal care institutions.
Make Halloween and play costumes for children.
Help acclimate clients to new placements, to meet their social and recreational needs.
Interpret to community social needs of sick and disabled.
Cook and serve breakfast to underprivileged children.
Assist Home School Liaison worker with social concerns.
Organize "clean up" projects in neighborhoods.
Search legal records, verify divorces, deaths, marriages and property rights, and obtain hospital records for clients.
Serve on Indian reservations.
Barber or beauty operator for handicapped in their homes.
Secure scholarships for young and adult clients.
Perform handyman services in repair and clean-up of yard and homes of elderly and handicapped.
Help in Day Care Center cooking, feeding, supervising, entertaining, and providing attention for children.
Feed handicapped children.
Assist in sheltered workshops.
Open job doors.
Answer inquiries about resources in an information and referral service.
Make layettes.
Interview applicants for Christmas assistance.
Write up and type case histories.

CULTURAL

Art Center
  tour guide, office, promotion, fund raising, giftshop (buyer, sales) cataloging

Museum
  tour guide, cataloging, sales, promotion

Teach art, music, drama, dance, weaving, etc.
Instrumental (piano, guitar, organ, etc.)
  accompianist for programs

Perform in arts for groups.
  musical
  drama
  puppet shows
  dance

Song leader
Fix flowers and teach flower arranging.
Plant gardens with children and the handicapped and for elderly.
Support a community orchestra.
Support a community theater.
Design and illustrate posters, brochures, displays.
Photographer for organization.
Usher, stage hand, scenery designer, janitor, actor, costumer, etc. at theater.
Create audio-visual materials.
Plan garden tours.
Direct a choral group of any and all ages.

RECREATIONAL

Lead a youth group.
scouting, camp fire, 4-H, etc.
Supervise and assist in summer camp programs.
Participate in recreation programs for Golden Agers.
Teach and supervise sports programs indoors and outside.
Take children to zoo.
Chaperone parties.
Operate projector.
Present travel and slide talks.
Playground assistant.
Serve meals at day camps.
Day camp assistant.
Water safety aide.
Swimming teacher.
Repair camp equipment.
Transport children and equipment to camp.
Clean up camp grounds and buildings.
Teach nature lore.
Take groups on trips to historical sites, zoos, parks and to see Christmas decorations.
Organize neighborhood sports programs.
Plan vest pocket parks.
Bike trip leader for American Youth hostel.
Pool guard.
Camp counselor.

Collect day camp or playground fees and take attendance for same.
Supervise and assist with drop in centers and coffee houses for youth.
Donate camping and cooking equipment to youth groups.
Equip grocery carts with art supplies, dress-up clothes, books, sports equipment and take into neighborhoods in summer for children's play.
Direct youth activities and outings such as picnics, skits, hikes.
Drive bus for children going to day camp, field trips; for elderly on sight-seeing tours.
Make Girl Scout and other uniforms for needy girls.
Canteen worker.

CIVIC

Courts

juvenile detention centers
juvenile court volunteer
observe court sessions and report
work with ex-prisoners to discuss personal and community problems
be a volunteer probation officer
probation counselor
foster parents
teacher aides in *attention* homes
tutor youngsters
be a friend to the family
assist in release on recognizance for indigent offenders
big buddy, brother or sister
pastoral counseling
sponsor camping trips
diagnostic and/or pre-sentence investigator
gather background data for behavior modification techniques
teach skills, such as auto mechanics, to probationers cosmetology, carpentry, etc.
provide marriage counseling
supervision aide
teen aide
court aide

professional assistant
take social service data
case aide
law students on one to one basis with parolee
tutor and group activities with prison inmates

Parks Department

paint outdoor furniture
rake, mow, trim trees
plant
clean streets
remove debris
conduct tours of zoos, planetariums, science centers, etc.
donate funds to purchase animals for zoo

Administration

office work
advisor
conduct tours of facilities

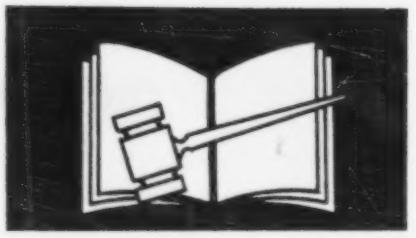
Health Department & Public Health Nursing

visit the sick
prepare reports and charts
file, type, etc.
study and understand issues
help get out the vote
attend city and state governmental meeting
voter registration roll
promote anti-littering campaigns
study tax structures
improve housing
help in urban renewal and model city programs
promote conservation
document and photograph buildings of historical interest
as a permanent contribution to state archives
serve refreshments at induction center
civil defense—pack materials, shelters, tornado watch, etc.
assist in servicemen's recreational facilities
fill sand bags and build dikes for flood control
clean up after natural disaster
maintain club and organizational file for library

CHAPTER III

BOARD–PURPOSE AND FUNCTIONS

	Page
ORGANIZATION	28
POLICIES	28
OFFICERS	30
MEETINGS	33
EXECUTIVE BOARD	34
COMMITTEES	34
PARLIAMENTARY PROCEDURES	35
AMENDING BY-LAWS	36
AGENDA	36
VOTING	38
BOARD RELATIONSHIP TO STAFF	38
BOARD ORIENTATION	40
BOARD RELATIONSHIP TO VOLUNTEERS	43



CHAPTER III

BOARD—PURPOSE AND FUNCTION

ORGANIZATION

A board evolves within the structure of an organization or agency to provide a new dimension of service and guidance. The formalization will depend upon the purposes the board will fill, as demonstrated by their need. The amount of control and support is defined by the policies of the organization. The board is the legislative and judicial body and provides guidance to organizations in policy and planning. The goal of the board must be the same as the goal of the organization it serves. By-laws will be developed around the responsibilities of the board.

Defnition of a board given by Cyril O. Houle in his book *The Effective Board* "is an organized group of people collectively controlling and assisting an agency or association which is usually administered by a qualified executive and staff." He identifies three kinds of boards, as follows:

The controlling board, which usually possesses the immediate and direct legal responsibilities for the work of an agency.

Second, an auxiliary board, created usually by the controlling board to carry out certain agreed upon responsibilities. Usually the "board" supervising the volunteer program of an agency is an auxiliary board or a standing committee, which reports to the controlling board.

Last, an associational board for a voluntary membership group is basically responsible to its own club members, such as a fraternal body, professional society or special interest league. It is to this kind of board and its membership that an agency must often go to recruit volunteers, in the hope of interesting the group in adopting the agency's service needs as their philanthropic project, for a designated period of time or on a continuing basis.

POLICIES

By-laws are the rules and regulations by which the board and organization operate. They must be consistent with arti-

cles of incorporation of the agency or parent organization and should establish the structure of the organization. If the organization is incorporated, they must conform to laws of the state in which they are incorporated, and legal counsel should be secured.

The number of articles in the by-laws depend upon the nature of the organization. Usually the following articles suffice —

- NAME OF SOCIETY
- OBJECT, which outlines the purpose and responsibilities of the organization and its board members
- MEMBERS

Size and composition of the board needs to be clearly stated. Often boards seem to grow like Topsy, if there are no limitations on membership and it becomes a social group as friends are invited to participate without formal procedures, or consideration for board composition. Likewise a dynasty will be perpetuated if tenure of membership is not limited, and persons remain on the board for years, without purpose and contributing less each passing year. However, some boards such as hospitals and universities have a permanent membership.

Method and time of election should be designated; likewise when terms of membership and office begin and conclude. Every election is an appointment but not every appointment is an election.

It is recommended that members be elected for specific two or three year terms, with a proportionate number of members being elected each year so there is a continuity of service. This way only one-half or one-third of the members are eligible for re-election each year. If membership is limited to two or three terms of office, different individuals are invited to serve and new ideas and resources are brought to the board. With the provision that persons may be reelected after a period of a one-year absence from the board, outstanding members may be returned to the board and in the interim, they may be appointed to committees, so their interest and contributions are not lost.

There are valid reasons for membership to be represented

by age groupings, geographic location, professionalism, consumers of service and other factors, which should be designated in the by-laws so that the nominating committee may follow the desired design. Every age group has contributions to make. The older person offers experience and wisdom, the middle-aged may be active in society and in prestigious positions and the youth has energy, enthusiasm and a need for recognition and responsibility in the community.

If each board member has a committee assignment, as a chairman or member, he will maintain more interest and be able to further the work of the organization in this dual capacity. The theory has been proven time and again that people will care only to the extent that they are truly involved and involvement in the actual working needs of the agency will meet the requirements of the agency's program.

OFFICERS

Officers of the board, their terms of office and respective duties need to be concisely described in by-laws. Usual offices necessary for carrying out board functions are chairman or president, co-chairman or vice-president, secretary and treasurer.

Holding an office is a privilege and not a duty and the contact with other persons should be enjoyable. This privilege involves very definite responsibilities. The *PRESIDENT* or chairman is the elected head of the organization. His duties in a meeting are to:

1. Call the meeting to order at the appointed time.
2. Announce items on agenda in the proper order.
3. Recognize those who wish to speak in proper order; protect the right of the person speaking and to maintain decorum.
4. State all motions that have been correctly proposed and seconded, so that all have heard and understood it before call for the vote.
5. Vote by ballot in case of tie when authorized by by-laws.
6. State definitely and clearly result of vote.
7. Use Roberts Rules of Order in conducting all meetings.

Other duties are to sign all acts or orders when necessary and act as the official representative of organization to outside

persons, guests or other organized bodies as necessary.

A successful president should have the ability to lead, to preside and to "keep his cool." He needs understanding and consideration of others. It is a challenge to secure a commitment from members as to the purpose of the board and to develop an altruistic quality in members. He must keep in mind both the aim of the organization and the needs of each individual within the organization, as long as satisfying these needs does not conflict with or harm organizational goals. Other attributes and techniques may be to —

- be firm, competent, tactful and just
- have knowledge of parliamentary procedure
- listen to the voice of minority, but obey the will of the majority
- be fully acquainted with by-laws of your own club; how and when all functions of the club take place
- be nonpartisan, impartial and neutral when presiding
- delegate responsibility
- encourage participation and attendance at all meetings
- appoint best qualified persons for specific assignments; appointments are made only when by-laws so state

Other helpful "do's and don'ts" are —

- refer to yourself as "the chair" or "your chairman," never use the pronoun "I"
- ask if there are any *corrections* to the minutes (not corrections or additions) ; an addition *is* a correction
- say "your organization" or "your members"; do not refer to *my* club, *my* members, *my* plans, *my* officers, etc.
- expedite slow situations by suggesting "Would you care to have this matter investigated by a committee or postponed until the next meeting"; don't state your own opinions. Use discussion as an exchange of knowledge; avoid argument which is an exchange of ignorance.

VICE-PRESIDENT should be familiar with the duties of the president and be prepared at all times to assume that office. He may take the chair when the president wishes to engage in debate. Specific tasks, preferably indicated in by-laws should be assigned to the vice-president. A considerate president will keep the vice-president informed and take him along whenever possible to other meetings. Unless the by-laws so

state, the vice-president does not automatically succeed to the presidency, but since this frequently happens, it is helpful if the vice-president has been oriented during his term of office. There may be more than one vice president with a different duty assigned to each.

SECRETARY should record accurate notes of whatever business is transacted, and from these notes prepare minutes, which are the official records of the organization. His chief duties are —

- keep careful and authentic records of proceedings
- take notes so the exact working of a motion or motions pending may be furnished during the meeting
- search minutes for information which may be requested by officers or members
- prepare roll of members and call it when necessary
- call meeting to order in absence of presiding officers
- preserve all records, reports and documents of the organization except those specifically assigned to custody of others
- provide the president or chairman at beginning of each meeting with a detailed order of business, including list of unfinished business, of committees which are to report, and of announcements
- provide chairman of each committee with list of members of his committee and with all papers and instructions intended for it (if this is not a staff responsibility)
- read all papers called for by membership
- authenticate all records by his own signature
- have available at all meetings copies of constitution, by-laws and/or standing rules of the organization, together with list of all standing and special committees
- carry on official correspondence of organization and keep file of correspondence if there is no corresponding secretary. Read necessary correspondence at meetings, reading signature first before contents of letter

The secretary should be chosen for an ability to be reliable, factual and concise. The minutes should include only business transacted, not discussion, personal views, opinions or comments, such as "Mrs. G. gave an excellent report," as others may not have thought it was an excellent report. Minutes

should include —

- kind of meeting
- date, time and place
- method of disposition of minutes of previous meeting
- business transacted
- exact working of every motion, who made motion (seconder is not named), and whether it carried or lost

The secretary has the same rights to make motions and to enter into debate as any other member.

TREASURER as disbursing officer is responsible for all monies and for payments of bills of organization; and keeps records of receipts and disbursements. A summary of the monthly finances is submitted at each meeting and a complete report at least annually. Reports should be accompanied by supporting records. Monthly reports are declared accepted by chair if there are no questions. Only the annual treasurer's report is *referred* to the auditing committee and the auditor's report is *accepted* after completed and submitted. Usually checks for payments need two signatures, either those of the staff executive and the treasurer, or the president and the treasurer.

MEETINGS

Time and place of board meetings should be designated in the by-laws. Meetings should be frequent enough to keep board members informed and interested, but should not be held without purpose. If committees are functioning regularly and properly, there should be enough pertinent business and programs generated for reports and regular action by the board. Perhaps summer months are slack time for the agency's operation and board members are not as available; but many new voluntary action programs have their greatest share of work in the summer months, so the meeting schedule should be tailored to the needs of the agency and board members chosen to serve corresponding to these needs. The time of the meeting also will be governed by the kind of agency program and availability of members. Times may range from early breakfast meetings to accommodate the business man, through all daytime hours, luncheon or dinner meetings and evening sessions. Expensive luncheon and dinner meetings should not be a requirement for participation as a board mem-

ber. With participation from all socioeconomic areas now being emphasized, arrangements must be considered for providing cost of meals for those unable to afford the price or changing meeting schedules to avoid this expense.

Special meetings are needed occasionally and methods of calling special meetings should be specified.

Quorum is the percent of members required to be present for the transaction of business. In official bodies, the quorum is usually at least a majority of the members. Voluntary organizations, such as business, professional and community societies, determine their own quorums. The by-laws should state this percent. If they do not, the quorum is a majority of the membership. This is a high percent quorum for a volunteer association. Quorums as low as 10% are common in large voluntary organizations.

EXECUTIVE BOARD

Often an organization needs routine business to be handled by a small deliberative body. Usually the officers constitute the membership of the executive committee, but standing chairmen may be included. Committee reports and recommendations are referred to the board for action.

COMMITTEES

In addition to the Executive Committee, many organizations have business to handle that can best be accomplished by dividing it among standing committees. Each of these committees has a definite job assigned to it, as outlined in the by-laws and is a permanent body, with members being changed annually, biennually or triennially, as specified. Each committee investigates and plans its own area of responsibility, reporting the research and recommendations to the board for action. The functions of all committees are to—

- investigate
- consider
- report

Each committee should have a chairman and co-chairman and possibly a secretary if much business transpires. Officers

and committee chairmen should prepare an annual report of all action during the year for the board and for the successor. This is a useful evaluation and planning tool.

Special or ad hoc committees are appointed for a specified purpose and are dissolved as soon as they have finished this task and their report is made. They may be appointed either to serve the board or one of the standing committees. Action committees should be small but deliberation committees should be large.

The nominating committee should not be appointed by the chair, but should be elected. The president may be an ex-officio member of all committees except the nominating committee. A nominating committee member should not be embarrassed if his name is proposed for an office, as he should be as eligible as anyone else. The nominating committee should seek persons with talents for organization, personnel, financing, evaluation, promotion, service, needs of the people, geographical boundaries and those with altruistic purposes. They should be honest with those they are asking to serve, outlining all responsibilities of the job and the commitment to the purposes of the agency to be expected. The executive staffs the nominating committee but other staff may be delegated to serve other committees.

PARLIAMENTARY PROCEDURE

Board members are usually busy people who are giving time from their business world and family schedules to attend meetings. If the meetings are well planned with a complete agenda prepared ahead of time and if the chairman is well oriented to basic parliamentary procedures, the meeting should progress orderly and efficiently. Paid staff should be knowledgeable of parliamentary procedure and have a good parliamentary book such as *Robert's Rules of Order* readily available for reference, for procedures that are not defined within the association's policies. Parliamentary procedure is a policy-making tool, meant for use in legislatures, local governing bodies and in the business meetings of voluntary associations. It enables free people to take united action and yet retain the greatest individual freedom consistent with the interests of all. It is a precious pass key to peace and good will. A parlia-

mentarian may be appointed by the president (this is not an elective office) and their assistance as a resource person for meeting protocol may be invaluable.

Every organization, in its by-laws or rules of order, should have a statement like this: "The rules contained in (name of parliamentary book) shall govern the society in all cases to which they are not inconsistent with the by-laws of this society." Without this statement, much confusion and trouble may be caused if anyone so wishes.

METHOD OF AMENDING THE BY-LAWS

By-laws should be kept up-to-date and amended when necessary. However, they should not be revised every year or at the whim of the policy committee unless there is a major need. Too often workable by-laws are hashed over and time taken in board meetings to change minor details, when it is not necessary. On the other hand, they should be reviewed about every five years to be sure they are up-to-date and to be sure they are being practiced. If the organization is related in policy and practice to a sponsoring organization (i.e. a hospital guild to a hospital board) all aspects of the relationship should be stated in writing as approved by both organizations. If by-laws contain no rule for their amendment, they may be amended at any regular business meeting by a vote of the majority of the entire membership; or if the amendment was submitted in writing at the previous regular business meeting, they may be amended by a two-thirds vote of those voting, if a quorum is present. It is well for the by-laws to state rule for amending and it is recommended that previous notice and a two-thirds vote always be required. A special committee may be appointed to revise the by-laws or this may be the duty of a standing Policy Committee.

AGENDA

The order of business should be prepared ahead of meeting time and the staff and presiding officer should have it thoroughly outlined. It will give order and direction to the meeting, indicating relationship of items to each other and expedite an effective well-ordered meeting. An opportunity to distribute leadership within the membership is provided and

members who need to prepare reports will have proper notification if the agenda is mailed with the meeting notice.

Meetings should be conducted using the following order of business:

CALL TO ORDER—Presiding chairman or officer

BUSINESS MEETING—

Reading of minutes—Secretary

Approval—no vote necessary. Chairman announces that minutes approved as read or as corrected.

Report of officers

Secretary or Corresponding Secretary—Correspondence read

Treasurer—Treasurer's report

Reports of standing committees

Reports of special committees

UNFINISHED BUSINESS

Any business from the previous meeting which had been referred for further study should be reported at this time.

NEW BUSINESS

Any action necessary from committee reports should be completed at this time. Members may introduce new business at this time for discussion, for referral to a committee or for action.

Bills of the day presented for action.

PROGRAM

If there is any program, such as an outside speaker, a special convention report, etc. this may be after business has been conducted.

ADJOURNMENT

Chairman should adjourn meeting promptly so that those who must leave may be properly excused. Informal discussions by members may be held after this if they wish.

VOTING

Voting is the most important action taken by a club, giving individuals the vehicle for expression of their ideas and decisions. Terms to be understood to conduct voting procedures—

- Plurality vote—more votes than any other person
- Majority vote—one vote over one-half of votes cast
- Unanimous vote—every vote cast for one side or one person
- Two-thirds vote—⅔ of the votes cast
- Proxy vote—vote sent in writing, when absent on day of voting
- Roll call vote—vote taken by calling roll of members

BOARD RELATIONSHIP TO STAFF

In the early days in settlement houses and welfare agencies, policy was made and enforced by the board of directors. As the work increased and became more complex, there was a need for the employment of staff. This necessitated outlining areas of responsibilities of each, dividing them between the person hired because of his professional skills and knowledge and the group of volunteers who formed the board. The principle of partnership and shared management should be fostered, as it will advance the purposes and goals of the agencies with all working for the same results.

A clear understanding of the respective functions of the board and the staff between policy making and administrative management should be maintained. Policy making and policy review is ultimately the responsibility of the board. Policy execution, or administration is the task of the staff. Policy testing is the role of the members. The board should never completely delegate to staff the functions of obtaining financial support, providing facilities or interpreting agency policies, but they may wish to share these responsibilities with staff.

In voluntary organizations, boards are of special importance and members are chosen for their particular abilities and expertise in various areas of community service and organizational abilities. The staff should identify the special areas in which the volunteers are experts and be willing to delegate

authority to call on them for assistance. With their voluntary acceptance to serve on boards and committees, individuals are assuming responsibility to function on behalf of the agency.

The executive and other staff are professionals who must commit themselves to fully serving the agency and its board as administrator and program consultants. The executive officer of the board is the staff director who works as a partner with the president, performing the following duties—

- assure the adoption of policies and program
- keep board informed on all essential matters of operation
- assist in recommending assignments to committees
- plan with president to develop board leadership and orientation

The executive has total responsibility for the following areas—

- initiate and research plans and programs of agency
- assign and direct work of the staff, provide their training and supervision
- organize and coordinate office routines and functions
- evaluate progress
- maintain property
- administer expenditure of funds within the budget
- train and assign volunteers

Many of these duties may be delegated within the staff, but the executive has the ultimate responsibility to be certain they are performed.

In general, policy planning is a joint function of board and staff. New plans can be made only in the full knowledge of how present policies are functioning and the board depends on the knowledge and judgment of the staff to determine and relate these.

A comfortable relationship between the executive and board members may have been built years ago. Every new staff person is haunted by predecessors, whether good or bad. If they performed well, he should not let this intimidate him. He is fortunate to have a good base and good community relationships upon which to build and his job is really easier. If the former executive did not do a good job, he must tactfully avoid disparaging remarks about what was not done and instead suggest new techniques of how to improve any areas

where new ideas will help. The executive should weigh many factors of why somthing did not work before he was employed. Often the plan was at fault and no chairman could have made it work without a change in the format. And again, the plan may be very good and the volunteer whose duty it was to implement it fell down on the job, so it wasn't the fault of the executive or the board. However, a good board will have built in controls to cover the lack of help by one volunteer. Co-chairman and constant report processes to executive and board should eliminate this weakness.

The board who hires staff should be honest about the job and have a written job description so that there will be no questions about duties and line of authority. The executive should not dominate the board and he has a right to expect the chairman to take initiative in mobilizing board activities. He is a resource. Many of his suggestions to board members may tactfully be made before meetings. However, he has been hired for his expertise in many areas and his opinions and ideas should be sought and respected.

Systematic board evaluation of the performance of the executive should be done not just at crisis times when often it is too late to help. The executive can ask for a periodic evaluation of his work.

Board members should make criticism of the executive to the board chairman and not directly to the executive, to other board members or to the public. The board chairman then works out the problem.

The executive should have a great deal of latitude so far as staff administration is concerned. He should be able to hire and promote his own staff.

BOARD ORIENTATION

The staff and officers should be jointly responsible for orientation of the board members. Together they should prepare or revise an existing manual for the board which should include the following basic items—

- History of agency
- Purpose of association program and function in community

- Objectives of organization
- By-laws or plan of operation
- National, state and local relationships
- Schedule for year of meeting dates
- Last year's chairman's annual report
- List of board and committee members, with addresses and phone numbers
- Committee functions and their responsibilities (if not detailed in by-laws)
- Organization chart of staff and list of names
- Personnel policies and practices
- Organization chart of board and committees
- Financial structure and budget
- Suggested order of business for conducting meetings

Other items may be added that are pertinent to particular organizations, such as brochures, lists of related organizations, etc.

At the orientation, welcome them, tour the facilities and introduce them to staff.

Annual reports, research and statistics should be evaluated by the board and staff to plan the next year's programs. The reports are joint responsibilities of board members and committee chairman, who have reports to make and staff to provide statistics and put them into printed form.

Houle says "A good board is a victory, not a gift." He compares an outstanding board to an expert figure skater who practices many hours to achieve a superlative performance. Staff, the chairman and the members must constantly work to achieve board operation which in turn will achieve a successful agency operation.

To summarize the relationship, it is stated that a board of directors should—

- Keep over-all objectives of the program clearly in focus and satisfy itself that goals of the units of organization are in harmony with these broad objectives.
- Assure itself that changing conditions are adequately reflected in the program. Continuous planning should be carried on, providing vision and balanced perspective.
- Select executive.

- Accept obligation of working effectively with executive and through him, with the staff.
- Assure itself that work of the agency is effectively organized by proper assignment of responsibilities to staff members, and coordination of these special responsibilities into a harmonious whole.
  Executive has responsibility to see that the organization is soundly conceived and operated or to revise it so that it will be more effective. The board has right to expect that it will approve any major changes in it.
- Assure itself that the executive discharges effectively those directing powers that lie particularly within his area of responsibility—
  - development of sound personnel procedures, both in recruitment and establishment of optimum conditions of work.
  - creation of broad base of participation in decision making among staff (resolution of conflicts).
  - establishment of effective control mechanisms (budgeting, accounting, purchasing) in work of agency.
  - effective use of physical resources.

  If the executive does not perform these, board should see that they are performed effectively.
- Serve as arbiter in conflicts between staff members on appeal from decision of executive and in conflicts between executive and the staff.
- Establish such broad policies governing program as may be necessary to cover continuing or recurrent situations in which uniformity of action is desirable. The executive may actually draft considerations, revisions, etc., of policies, but the board considers them and acts on them. The executive must administer the program in terms of these policies—
  - understand the latitude which is allowed to him in making exceptions in particular cases
  - to know when policy applies and when it does not
  - to deal with situations not covered by policy
- Use special knowledge and contacts of individual members in the improvement of program. Members perform countless minor services for organization and this is expected. Be certain these are appropriate and desired by board and executive. Shouldn't exploit professional spe-

cializations of board members and ask them to undertake services which are not appropriate for them to perform without compensation.

- Assure itself that agency is effectively integrated with its environment and with other organizations and publics to which it is related.
- Accept responsibility for securing adequate financial resources. Board and executive must collaborate closely, with board taking an active part.
- Assure itself that its basic legal and moral responsibilities are fulfilled. Executive keeps board informed as to what these should be.
- Develop and abide by rules and procedures as to how its structure and operations are to be organized. Executive may make suggestions, but should do no more than that.
- Give to the agency the full support, prestige and leadership of the board itself and of its individual members.
- Do everything in its power to keep its own membership able, broadly representative and active.
- Appraise the program periodically to assure itself that the objectives are being achieved; if they are not, then either the objectives themselves or the means of achieving them must be revised.

  Executive usually must collect evidence on which the appraisal is based. He must present all the findings of the appraisal to the board, the bad as well as good. Board must know the truth about program in order to know how to improve it.

BOARD RELATIONSHIP TO VOLUNTEERS

The board is the most positive resource and guide of the organization for the recruitment, selection, orientation, utilization and recognition of volunteers. First and foremost, their group constitutes one vital component of the organization's volunteer program—administrative volunteers. They may wish to assume complete responsibility for volunteer service activity or delegate it to a standing or sub-committee. More than one sub-committee may have responsibility for volunteers. For example, a health agency whose program includes facets of public education, professional education, patient service and fund raising activities may need volunteers in all

categories of the program. They may need nurses and physicians to conduct public and professional education, youth groups to distribute brochures presenting information on preventive diseases, therapists and aides to help patients, or a Girl Scout Troop to make decorations for a party for patients and telephone and personal solicitors for fund raising, plus many clerical volunteers to prepare kits and mailings and distribute materials. Each area of volunteer service may be supervised by different committee personnel.

In some agencies, the personnel committee has the responsibility for volunteer recruitment and supervision.

The board should provide good public relations and good will among the volunteers whenever they are in communication with them, taking time to answer their questions and offering praise for their service. Their interest, concern and knowledge should always be of prime importance.

OUTLINE FOR BY-LAWS

OF ORGANIZATION

I. NAME OF SOCIETY
II. OBJECT
III. MEMBERS
IV. OFFICERS
V. MEETINGS
VI. EXECUTIVE BOARD
VII. PARLIAMENTARY PROCEDURE
VIII. METHOD OF AMENDING THE BY-LAWS

AGENDA FOR ORDER OF BUSINESS

CALL TO ORDER
MINUTES
REPORT OF OFFICERS
- Correspondence
- Treasurer's Report
- Reports Of Standing Committees
- Reports Of Special Committees

UNFINISHED BUSINESS
NEW BUSINESS
PROGRAM
ADJOURNMENT

CHAPTER IV

ORGANIZATION

OF VOLUNTEER SERVICE

	Page
DEVELOPMENT OF THE AGENCY PROGRAM	48
GUIDELINES FOR THE AGENCY PROGRAM	50
THE STAFF	54
COMMITTEE STRUCTURE	59
ORGANIZING A VOLUNTEER BUREAU	61

CHAPTER IV

ORGANIZATION OF VOLUNTEER SERVICE
DEVELOPMENT OF THE AGENCY PROGRAM

In the situation where an agency is considering the organization of a volunteer service, the needs should be evaluated and an inventory of the agency's program taken to determine the value of the service. One of the best check lists was given in an address by Melvin A. Glasser, Dean of University Resources, Brandeis University at the 1962 National Conference on Social Welfare. Before you start, he suggests some twelve questions which the agency staff should raise and answer to their own satisfaction before a commitment is made to bring in volunteers.

1. Is there a readily observable need for volunteer services and can this be translated into clearly defined jobs for volunteers?
2. Are we clear enough as to our professional tasks so that we may understand our own roles in relation to the volunteers?
3. Can we budget the staff time which must be allocated to the effective implementation of volunteer programs?
4. Have paid staff members, at all levels, been involved in thinking through the proposal to use volunteers in agency programs and will they give support to the activities?
5. What are our expectations of the level of volunteer performance? Are we prepared for unevenness of service, and turnover of workers almost always a part of such programs?
6. Will we be able to assign responsibility to one central staff person for supervision of volunteer activities?
7. Are we willing to make available supervision and training for the new recruits?
8. Are we ready to accept the volunteers as colleagues, and to give them appropriate recognition for their services?
9. Will we welcome volunteers from all social classes in the community so that our volunteer group will be truly representative of the total community which supports us?
10. Is there readiness to use volunteer participation at every

appropriate level of agency service, up to and including policy making?

11. Are we prepared to modify agency program in the light of volunteer contributions and possible enrichment of program?
12. Will we help the volunteer see the implications for the whole community of the programs on which he is working? Will we be comfortable with and able to encourage the social action of volunteers which should come from enlightened participation in social welfare and health programs?

The dozen questions raised are difficult ones; they are meant to be. For if the agency is to gain the added dimension and stature which soundly conceived and executed volunteer programs can give, there must be true commitment, in depth, to those actions which will make the programs effective.

Dean Glasser has attempted to outline how it takes conviction, challenge, climate and commitment to develop truly effective volunteer-professional activities. He indicated his profound belief that these programs are important to the participants and to the kind of society in which we live.

In addition to staff consideration of these questions, it would be advantageous for a committee of the agency to be appointed to assist in the inventory and to assess the role of the volunteers in the community. They may ask—

WHO—will be responsible for the volunteers—their recruitment, training, supervision?

WHAT—jobs can the volunteers do for the organization?

WHY—are you considering a volunteer program?

WHEN—can the volunteer program be initiated?

WHERE—can you find volunteers who will be interested in your program?

Committee members should be familiar with volunteer programs in other agencies or make a study of what volunteers can do and how they are trained and supervised before they establish the program. If there is a Volunteer Bureau in your community, they may be extremely helpful in finding the answers to these questions and in offering assistance in organization of your program.

If careful consideration is given to all of these questions, we can quickly see that a volunteer program is not a free program. It costs money to release the time of agency staff to properly work with volunteers. The ultimate results, if planned and organized well at this stage of development, will result in an over-all growth in the agency's program and a true saving in cost of staff time. Staff then may be released to carry out their professional role in the organization for which they have been employed and have help in both supportive and advisory ways.

If the staff and the committee have decided the answers are positive on the side of initiating a volunteer program, the plan should progress to develop guidelines for the program and a plan for a volunteer coordinator. Often an outstanding volunteer can be found who will coordinate the program as his contribution and if the program is small, this may suffice for some time. However, most organizations ultimately find the need for employing a part-time or full-time coordinator who can devote more time to supervision of the program.

Guidelines for agency program evolve from the planning and development that is a result of the inventory taken of the needs.

By staff consideration of these questions, they should come to an understanding and acceptance of the volunteer program. They must understand that volunteers are supportive and a supplement instead of a threat to their jobs. Volunteers never replace staff. If they have been briefed on the duties of the volunteer and understand thoroughly the staff's relationship and responsibilities in working with the volunteers, you will have instilled the values of volunteer services to those for whom it may be most beneficial.

GUIDELINES FOR THE AGENCY PROGRAM

Guidelines or a volunteer service manual should be a basic necessity for an agency volunteer operation, to organize or strengthen their program. If the agency has a manual and they are having problems within their volunteer service, this manual should be one of their first considerations, evaluating it in detail for two purposes:

1. To see if the manual satisfactorily covers all segments of the volunteer structure, and
2. To honestly evaluate if everyone at all levels is carrying out their duties as outlined in the manual.

After assessing these factors, activity should be put forth to strengthen the weak points in the program that have evolved from the study.

An adequate manual should cover the following basic functions and may be elaborated as desired or necessary according to the agency's function:

I. GOALS OF AGENCY—The history, purpose, function, who is served (how and why) are some specifics to be incorporated. These will give the volunteers a basic orientation for their interpretation of the agency's services to the community.

II. NEED FOR VOLUNTEER—Why will the agency program benefit from volunteer service? This should be developed by staff and board members together, and presented to all staff for their suggested revision and their understanding.

III. WHAT VOLUNTEER WILL DO—If the need has been established, then it must be defined what the volunteer will do for and in the agency. Both administrative and service volunteers should have a detailed description of their roles and responsibilities in the organization. These job descriptions are important to staff and to those who recruit, interview, place, train and supervise the volunteer.

IV. ADMINISTRATION OF VOLUNTEER PROGRAM—What are the administrative duties of staff, of the volunteer coordinator and of the board or advisory committee for the volunteer program? The responsibilities should be outlined as follows:

1. Staff administration
   a. person(s) responsible
   b. duties of staff—who recruits, handles publicity, interviews, etc.
   c. budget allowance for volunteer program—does the budget allow for newsletters, mailings, lunch

and transportation expenses of volunteers, uniforms, awards for recognition, etc? Who on the staff determines if these expenses may be incurred?

2. Volunteer administration
   a. volunteer coordinator—if there is no staff available for this, are the volunteers coordinated by a volunteer? What are his duties and responsibilities? There may be several volunteer coordinators in different units to assist the staff coordinator.
   b. board or advisory committee—they play a key role of interpretation between staff, the volunteer coordinator of volunteers (who should be a member), other agencies, the volunteers, the clients served and the public. They recommend components of volunteers' training and recognition and evaluate the success and weakness of the service.
3. Communication between Staff, Committees and Volunteers—whose responsibility is this to coordinate all lines of communication and keep them open?

V. GUIDELINES FOR VOLUNTEERS

1. Rights
2. Responsibilities
3. Accountability

These are all so well defined in the Bill of Rights for Volunteers . . .

And A Code of Responsibility, which is in Chapter VIII.

VI. TRAINING

1. Whose responsibility?
2. Frequency
3. Materials used
   a. board manuals
   b. films, brochures, etc.

4. For Whom?
   a. administrative volunteers—boards and committees
   b. fund raising volunteers
   c. service volunteers

VII. JOB CLASSIFICATION FOR VOLUNTEER

1. Development
2. Utilization
   a. recruitment
   b. orientation
   c. evaluation of job performance

VIII. RECOGNITION

1. Criteria for eligibility
2. Methods
   a. at tea, luncheon, dinner, etc.
   b. material awards—pins, certificates, plaques, etc.
3. Time
   a. continual on-going
   b. special—monthly, annually

IX. EVALUATION

1. Of volunteer service to community
2. Of volunteer's performance
3. Techniques (questionnaires, summary of records, observations)
4. Utilization of evaluation
   a. promotion of volunteer
   b. planning for next year's program
   c. improvement of service

X. OTHER

THE STAFF

Volunteer programs may be extremely complex with a highly structured plan of organization or they may be as simply organized as a one-kind service for specific clients. We shall attempt to discuss the operation and the staffing so that principles may be applied to all types of programs and adaptations may be made depending upon the volume and kind of operation. All staff have an important relationship to administrative and service volunteers, but the key position we wish to discuss in this chapter is the Volunteer Coordinator. This role may be performed by either a paid staff person or by a volunteer and principles governing the duties will be the same in either case.

To perform the duties outlined for coordinators of volunteer programs, it is important to understand our position or rank in the organizational structure of the agency. If we study the chart of the average agency operation on exhibit I at the end of the chapter, we see that a coordinator is expected to be all things to many and what an important cog this position really is in the machinery of a volunteer program if it is to operate smoothly. He works with all staff, with committees, with the public, clients and others, planning and operating the volunteer program.

The task of coordinator is a complex one, in that he must deal with a multitude of levels of organization. In most organizations, there is a level of staff above them, who are in charge of administration and all programs of the agency. In addition, a coordinator may be responsible to the organization's Board of Directors, as well as their own voluntary advisory committee. For both of these, they must be prepared to make reports and furnish information and ideas for improving the service.

The job of coordinator begins with leadership and leadership begins with personal example. The price of leadership is the utmost in self-discipline, in order that the utmost in personal example may always be before one's associates. Good leadership is the ability to influence thoughts and actions of other people, to extract their best qualities and to elevate them to the maximum of their capabilities. A leader should have reasonable knowledge of the skill of motivation and manage-

ment of people, the job of training and supervising volunteers, the communication of ideas and techniques of public relations. He must earn the trust of the volunteers by his continuous efforts on their behalf. Building morale is part of the job of leadership.

Morale grows out of skill in human relations and the leader's ability to work with people. Morale is a state of mind—an attitude—a point of view—which colors volunteer's relationship and feelings toward the agency. Morale is the mental and emotional attitudes of an individual to the function or tasks expected of him by his group and loyalty to it. It's not what you tell a man that counts; it's what he accepts. Attitude towards the organization and volunteer tasks assigned to a person will depend on the morale built into the job. Research conducted by business has found that lighting, temperature, rest periods and other tangible factors are not nearly as influential on workers as morale. Friendliness and confidence in the coordinator cuts down on the amount of supervision needed. A person's morale affects the amount and quality of the work he will do. In addition to adequate training and supervision, building and maintaining good morale is one of the primary jobs of coordinators. It is their responsibility to get along with the volunteers, not their's to get along with themselves.

Effective methods of building morale will be discussed in Chapter VIII under supervision and retainment of volunteers.

It is most important for the Volunteer Coordinator and for the staff and administrative volunteers to whom he is responsible that a well-written job description be provided for the position. The following seven items should be defined:

1. Job title
2. Job objective—purpose of job
3. Accountability—responsible to; authority or limits of authority
4. Duties—specific list of all areas of responsibility
5. Criteria for performance—qualifications or specifications—know how
   a. training and experience
   b. knowledge, abilities and skills

c. other, such as age, health, availability to travel if part of job, etc.

6. Terms of employment—vacation, sick leave, fringe benefit, termination of employment. These personnel policies may be separate if staff is large, but should be defined somewhere.
7. Evaluation of performance

For criteria of performance, "The Volunteer Coordinator Guide" prepared by the University of Oregon Center of Leisure Study and Community Service recommends the applicant should have a college degree or its equivalent in experience, with focus on the understanding of human behavior and the social services, with training and personnel administration and a general knowledge of standard office procedures desirable. They also recommend that the applicant be familiar with the community and its resources; have had previous experience working with the public; and have had previous experience working as a volunteer. The importance of having been in the role of a volunteer provides understanding through personal experience as to how they were recruited, interviewed, supervised, recognized, etc., and how it could have been improved in their circumstances.

Evaluation of the employee's performance may be made by a personnel committee and by the executive of the agency and should be discussed with the coordinator. The success of all facets of the program will tell their own story for the coordinator and a steady growth in the volunteer program will reflect his abilities, understanding and interest.

Duties of the coordinator of a volunteer program may include the following under item #4 in the job description discussed previously in this chapter:

a. Supervise operational activities of voluntary citizen participation within organizational structure and policies to reinforce and augment the service and program of the agency.
b. Implement policies of volunteer program as established by by-laws or plan of operation and the governing body*.
c. Assume administrative duties as follows:
   Provide governing body* with factual information and

*Board, Advisory or Steering Committee, or Volunteer Standing Committee of Board, as appropriate to organization.

ideas which might be of assistance in their deliberations and policy decisions.
Work with all committee chairmen to develop plans and procedures for their functions; be available to all committees, supplying information and assistance as needed.
Perform direct administrative tasks at the request of president of governing body*.
Prepare budget for submission to board and administer finances.
Prepare other staff to work with volunteers.
Prepare periodic and annual reports, cooperatively with board.
Supervise department personnel.
Devise and revise forms necessary for service operation.
Provide communication and understanding between volunteers and other staff.

d. Provide over-all coordination of program, as follows:
Plan techniques and develop resources to recruit volunteers.
Develop job descriptions for each volunteer assignment.
Interview volunteers and make appropriate job assignments.
Develop orientation program and in-service training for volunteers.
Provide manual of agency's program.
Prepare promotion materials for program and plan for material distribution.
Maintain complete records of all volunteer activities and tabulate for useful evaluation purposes.
Provide continuing supervision, motivation and counseling to volunteers.
Provide volunteers with adequate facilities and materials for their work, complete guidelines for job and fringe benefits when possible.
Provide on-going and special recognition for volunteers' services.
Seek resources for new helpful ideas to improve the program.

---

*Board, Advisory or Steering Committee, or Volunteer Standing Committee of Board, as appropriate to organization.

e. Meet and consult with other professionals in the field of volunteer services to discuss problems, concerns and matters of mutual interest; be willing to seek and accept job training.
Represent agency in community meetings and activities.

To adequately prepare himself for assuming the duties outlined, a coordinator new to the program must study the history of the agency, its purpose and policies to better understand his role in the organization. Familiarity with the program of the agency is basic to planning and directing the volunteer service.

A successful leader—

- is competent
- is unselfish
- has absolute integrity
- has good judgment
- is gifted trainer and inspiring teacher
- is industrious
- has robust health
- understands people and knows how to get the best from them
- is able organizer
- has foresight

Before all potential coordinators are frightened completely away by this utopian description, we should stress that leaders are not born. People develop within themselves the habits of leadership, habits of setting a good example, habits of giving ego recognition, habits of building a sense of security. These habits become so deeply ingrained in such a person that he naturally does them. The man who takes and never gives is not a leader—he is a parasite. People work for the feeling of accomplishment they get from a job well done—both you as the leader and those whom you lead.

TEN COMMANDMENTS OF HUMAN RELATIONS

1. Speak to people. There is nothing as nice as a cheerful word of greeting.
2. Smile at people. It takes 72 muscles to frown, only 14 to smile.
3. Call people by name. The sweetest music to anyone's ears is the sound of his own name.
4. Be friendly and helpful. If you would have friends, be friendly.
5. Be cordial. Speak and act as if everything you do were a genuine pleasure.
6. Be genuinely interested in people. You can like everybody if you try.
7. Be generous with praise — cautious with criticism.
8. Be considerate with the feelings of others. It will be appreciated.
9. Be thoughtful of the opinion of others. There are three sides to a controversy: Yours, the other fellow's and the right one.
10. Be alert to give service. What counts most in life is what we do for others.

Source Unknown

COMMITTEE STRUCTURE

The committee structure is reflected in Exhibit 1 at the conclusion of this chapter. It may be simplified if the agency is small and operated mainly by volunteers, in administrative and service capacities. There may not be other staff to provide office administration, public relations, programming, etc. If this be the case, the organizational structure may be simplified and the volunteer committee may be the board of directors. There may be a need for several standing committees to this board, which in the organizational structure outlined in Exhibit 1 are called sub-sub-committees.

In whichever category they fall in the organizational structure, formation of committees is highly recommended to develop areas of program and to assume responsibility for carrying out the functions, with approval of the board and assistance from staff. Suggested committees would be—

- Policies
- Recruitment

- Public Relations
- Orientation and Training
- Recognition
- Nominating

Other committees which may be needed as separate bodies, depending on the organization or as components of existing committees could be—

- Personnel
- Budget
- Speaker's Bureau
- Interview and Placement
- Annual Meeting
- Evaluation

The responsibilities of committee members as to duties should be followed from the by-laws or plan of operation. They should have a personal commitment to serve their committee, board and the purposes of the agency in a dedicated and thorough manner. No responsibilities should be accepted unless they know they will have time to do the job thoroughly and to the best of their abilities. They should not accept the request to serve in this administrative volunteer capacity unless they are sure they have the ability and the time to do it justice. Of course, no one can foresee personal crisis or health problems that can affect both a volunteer and a staff person from fulfilling their job, but if these problems arise, they should have the courtesy to resign temporarily or permanently so someone else may be asked to complete the task. It is much easier if the initiative comes from the person who cannot fulfill this role than from those who are administering and must ask if he wishes to be relieved of his responsibilities at this time.

Performing a service to a board or a committee is an important role and there is a great need to always find new persons who can do justice to these jobs. One of the reasons so many persons in a community are overworked is because they have proven they can perform well when asked, and many organizations hesitate to ask the untried and new individual because a well-rounded performance is so vital to a good service program. One way to overcome this problem is to invite new persons to serve on a committee before they are invited to

positions of greater responsibility and in this role they will be given a chance to prove their interest, willingness and "push," that will make them a good leader. Evidence of leadership will be quickly recognized by the person who truly wishes to perform a service and the next year they can be given this additional responsibility. Too often volunteers are not allowed to advance through the volunteer program, which has two disadvantages—

First, it plunges them into responsibility for which they have not received the thorough orientation which working in other volunteer areas would provide them, and

Second, it by-passes good volunteers who have participated so well in service areas and are ready for promotion to an administrative volunteer job.

So unless you are beginning a new program for the agency and have no talent within the ranks upon which to draw, it is recommended that you look to the ranks for dedicated volunteers who may provide the very spark and knowledge of service areas you may really be needing on your board and committees. They may know best the strengths and weaknesses of your volunteer program.

ORGANIZING A VOLUNTEER BUREAU

Development of a Volunteer Bureau follows the same guidelines for the development of any other voluntary program. There are some special considerations to build a successful service for the entire community.

I. PLAN—invite key persons from representative community organizations to discuss the need and the role of a central program which will assist in all areas of coordination of volunteer programs. You may wish to choose one representative from each of the areas of service—educational, health, welfare, cultural, recreational and civic.

   Suggested resource persons who should have an interest in this program may represent—

   - City Hall or Court House
   - Combined fund-raising organization

- Service Clubs
- Business
- United church organization, and the women's association
- Agency Director's Association
- Chamber of Commerce, including Junior and Women's departments
- Women's organizations, e.g., Women's Club, Junior League, Business and Professional Women, etc.
- Education, including school administration, PTA, student organizations, in public, private, college and adult education sectors
- A poverty program
- Neighborhood organizations
- Retired persons
- Social service departments

II. SURVEY—(see questionnaire at end of chapter)

- Agencies to find their need for
  - volunteer as to
    - quantity
    - areas of service
    - quality
  - assistance in recruitment, training and recognition
  - community resources for potential source of volunteer manpower
  - local, state and national resources for assistance in planning

III. EVALUATE

- Agency's needs and community resources as to merit of establishment of central coordinating service
- Establishment of program, through appointment of action committees to investigate
  - financing and sponsorship
  - organization and leadership
  - administration and staff
- With community-wide meeting of all agencies to be involved, to communicate your plans for their suggestions and approval

IV. STAFF

- With personnel as soon as possible, so they may be involved in development of all phases (see sample job description at end of chapter)
- With board and committees to plan and implement program
- With volunteer staff aides, to assist in office and become oriented to program

V. DEVELOP

- Detailed contract between all parties administering and sponsoring the volunteer bureau
- Job description for staff, staff aides, officers, board members and committee members
- Plan of operation, defining purpose, organizational structure and responsibilities of volunteer bureau, of agencies served and of volunteers
- Standard for agency participation before your program is activated
- Personal communication with each member agency about their volunteer program, how it relates to volunteer bureau standards, and services of volunteer bureau to agencies.

Through the United Community Funds and Councils of America, Volunteer Bureaus have developed the Association of Volunteer Bureaus of America. An annual Volunteer Bureau Workshop is held in conjunction with the Annual Forum of the National Conference on Social Welfare. A directory of Volunteer Bureaus and an excellent Handbook on Organization and Operation of The Volunteer Bureau is available from—

United Community Funds and Councils of America
345 East 46 Street, New York, New York 10017

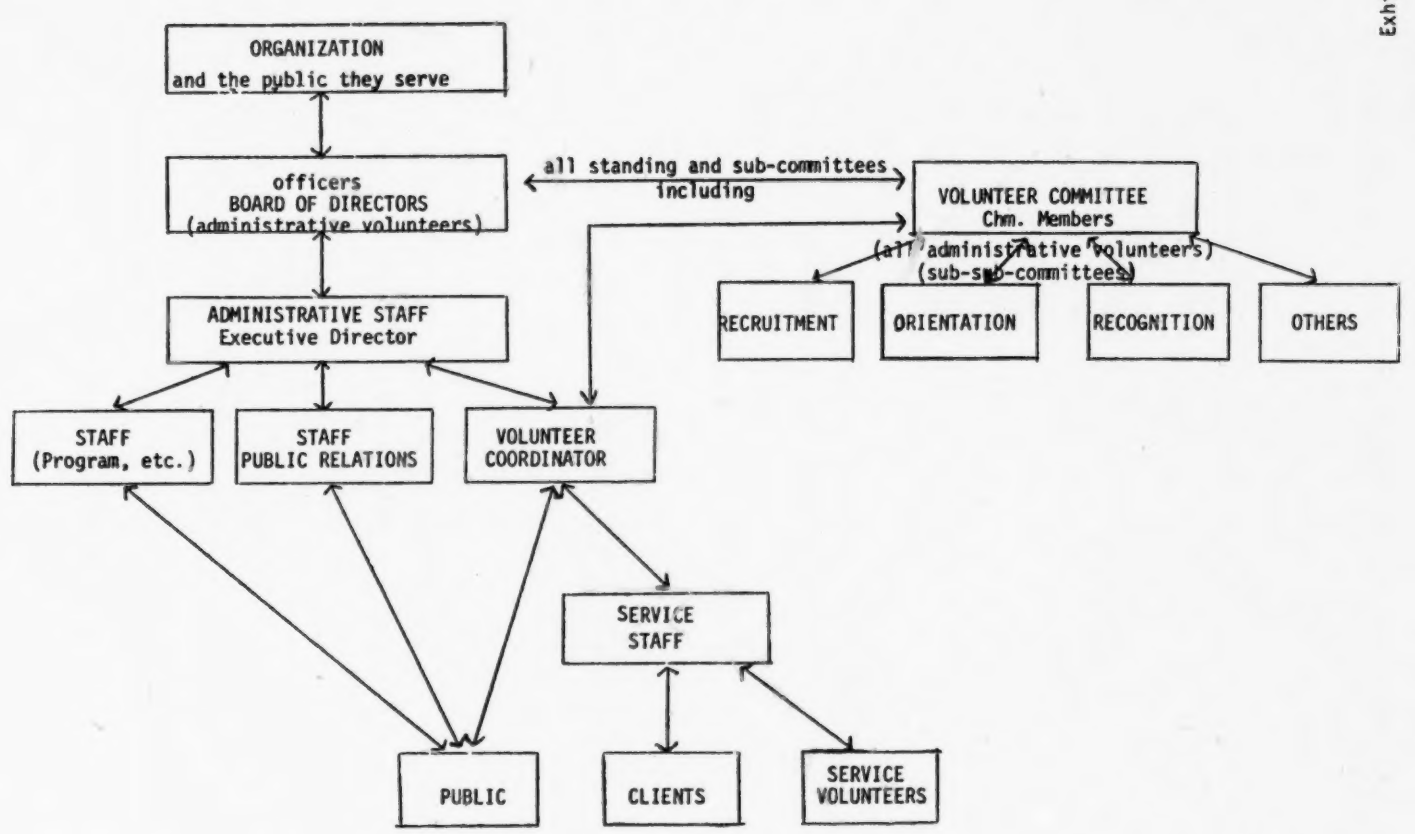
In this book are outlined—
Principles of Volunteer Service
Purpose and Function of Volunteer Bureaus
Criteria for the Establishment of a Volunteer Bureau
Areas of Volunteer Service
Suggested Forms for Reporting

The Association of Volunteer Bureaus of America has regional directors who are available for consultation and who

plan regional workshops for staff and committee members of volunteer bureaus within their region.

SUGGESTED STRUCTURE OF ORGANIZATION WITH VOLUNTEER PROGRAM

Exhibit 1



MANUAL FOR ..... VOLUNTEER PROGRAM
Agency Name

I. GOALS OF AGENCY
History, purpose, function, who is served (how and why)

II. NEED FOR VOLUNTEER
Why agency program will benefit from volunteer service

III. WHAT VOLUNTEERS WILL DO
List type of volunteer jobs to be performed
a. Administrative volunteer
b. Service volunteer

IV. ADMINISTRATION OF VOLUNTEER PROGRAM

1. Staff administration
   a. Person(s) responsible
   b. Duties of administration
   c. Budget allowance for volunteer program (Lunch, transportation, recognition, newsletters, mailings, etc.)

2. Volunteer administration
   a. Volunteer coordinator
      Responsibilities
      Duties
   b. Advisory committee
      Membership
      Responsibilities
      Relationship
         To staff
         To Volunteers

3. Communication between staff, committees and volunteers
   (whose responsibility?)

V. GUIDELINES FOR VOLUNTEER

1. Rights
2. Responsibilities
3. Accountability

VI. TRAINING

1. Board orientation
2. Service volunteers
   a. Basic orientation
   b. In-service training

VII. JOB CLASSIFICATION FOR VOLUNTEER

1. Development
2. Utilization
   a. Recruitment
   b. Orientation
   c. Evaluation

VIII. RECOGNITION

1. Criteria
2. Method
3. Time

IX. EVALUATION

1. Techniques (questionnaires, summary of records, observations)
2. Utilization

X. OTHER

SAMPLE QUESTIONNAIRE FOR AGENCIES AND ORGANIZATIONS CONCERNING ORGANIZATION OF A VOLUNTEER BUREAU

1. Name of agency .....
2. Purpose of agency .....
3. Are you using volunteers at the present time?
   Yes ..... No .....
4. If *no*, do you contemplate using volunteers in your program within the next two years?
   Yes ..... No ..... Maybe .....
5. Approximately how many volunteers do you have involved in your program?
   Administrative Volunteers # .....
   Service Volunteers # ..... Total # .....
   Could you use more? Yes ..... No .....
6. What type of volunteer jobs do you or will you have?
   .....
   .....
7. Do you have a staff member assigned to supervise volunteers?
   Yes ..... No ..... Full Time ..... Part Time.....
8. Do you have an orientation program for volunteers?
   Yes ..... No .....
   Do you have on-the-job training for volunteers?
   Yes ..... No .....
9. If *no*, would you like assistance in establishing a training program? Yes ..... No .....
10. Would you like to cooperate with other agencies having similar programs for volunteer training?
    Yes ..... No .....
11. Would your organization approve and support the formation of a community-wide volunteer bureau?
    Yes ..... No ..... Maybe .....
    Do you as an individual approve of this effort?
    Yes ..... No ..... Maybe .....
12. Could your agency provide any financial support for the volunteer bureau?
    Yes ..... No ..... Maybe .....
13. To whom should future inquiries about a volunteer bureau be directed?
    Name ..... Position..... Phone.....
    Address .....

Please return by ..... to:

SAMPLE QUESTIONNAIRE FOR CLUBS AND ORGANIZATIONS WHICH MIGHT SUPPLY VOLUNTEERS TO A NEW VOLUNTEER BUREAU

1. Name of organization .....
2. Purpose of organization .....
   .....
3. In what age bracket are the majority of your members?
   .....
   Sex: Male ..... Female .....
4. Do you at the present time provide volunteers to agencies?
   Yes ..... No .....
   Individually ..... In groups ..... Both .....
   Youth ..... Adults .....
5. If *no,* would your organization consider providing volunteers?
   Yes ..... No ..... Maybe .....
6. Would your organization approve and support the formation of a community-wide volunteer bureau?
   Yes ..... No ..... Maybe .....
7. Would any of your members be interested in planning and administering the Volunteer Bureau?
   Yes ..... No ..... Maybe .....
   If *Yes,* what are their names, addresses and phone numbers?
   .....
   .....
   .....
8. Could your organization provide any financial support for the Volunteer Bureau?
   Yes ..... No .....
9. To whom should further correspondence be sent concerning a volunteer bureau?
   .....
   .....
   .....
10. Would your organization like to have a speaker on your program to tell about the Volunteer Bureau?
    Yes ..... No ..... Maybe .....

SAMPLE JOB DESCRIPTION

JOB TITLE: Director or Executive Director, Volunteer Bureau

JOB OBJECTIVE: To organize, develop and direct a program of voluntary citizen participation in the recognized health, welfare, education, recreation and cultural services of the community.

ACCOUNTABILITY: Responsible to administering and/or sponsoring organization and to the volunteer governing body* whose policies and programs establish the purpose and operation of the organization.

FUNCTION: Assist volunteer governing body* with organization of Volunteer Bureau activities in a community-wide effort to recruit, interview, inform, recognize and refer volunteers to qualified agencies.

To interpret agency requests for volunteers, maintain working knowledge of program and community services of agencies, their volunteer requirements and the way volunteers serve in agencies.

Provide consultation and resources to agencies and organizations in establishing and strengthening their volunteer programs.

Interpret need for citizen participation through development of resources and materials to promote volunteerism.

Direct operation of Volunteer Bureau including supervision of paid and volunteer personnel, reports, budgeting, purchasing and inventory.

Maintain adequate records pertaining to volunteers, agencies and organizations.

KNOW HOW: Have ability to effectively communicate with the public and professional personnel, public relations, administration or related fields.

OR

Experience in work with volunteer, preferably in health, welfare, or educational institution.

Knowledge of community resources, organizations and programs.

Volunteer experience in service and administrative areas.

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*May be called Board of Directors, Steering Committee, Advisory Committee, etc.

This job description should be reviewed at least once a year by the Policy and Standards Committee.

CHAPTER V

RECRUITMENT AND PROMOTION

	Page
RECRUITMENT	72
STEPS IN RECRUITING PROCESS	72
WHERE TO LOOK FOR THAT SPECIALTY PERSON	75
UNTAPPED SOURCES OF VOLUNTEERS	76
WHEN TO RECRUIT	77
VOLUNTEER BUREAU RECRUITMENT	77
PROMOTION	78
MATERIALS FOR DISTRIBUTION	79
NEWSPAPERS	80
RADIO AND TELEVISION	83
HOUSE ORGANS	85
ADVERTISING	85
LETTER WRITING	85
EXHIBITS	87
NEWSLETTERS	87
SPEAKERS' BUREAU	89
MECHANICS	92
CONVENTIONS OR ANNUAL MEETINGS	93
PRESS CONFERENCE	94
PHOTOGRAPHS	95
EVALUATION	96
NEWS REPORTING NETWORK	97
PUBLIC RELATIONS WORKSHOP	98
CONTINUITY	98
POTPOURRI	99

CHAPTER V

RECRUITMENT AND PROMOTION

RECRUITMENT

Recruitment is synonymous with promotion in volunteer programs. Everyone is a potential volunteer, regardless of race, creed, religion, experience, education, income, age or disposition, and will volunteer in some way if asked to do so. Promotion of the need for one's service is the key to recruitment and specific promotional techniques will be deferred until later in this chapter.

Our first step in recruitment is to determine goals or objectives. How many volunteers are needed? When? Where? For what categories of jobs? Why? If the organization of our volunteer service and guidelines, as described in Chapter IV has been sufficiently outlined, we have answered these questions and have ready-made resources for asking someone to help us. Abe Lincoln said—"If we could first know where we are and whither we are attending, we could better judge what to do and how to do it." This says it all—if guidelines and volunteer job descriptions have not been developed, you are not ready to recruit.

Expressed as an objective, the number of volunteers needed is not enough. We must know how we will use them and be ready. Future needs of the agency should be kept in mind as the program expands and time and personnel available for recruiting must be considered.

STEPS IN RECRUITING PROCESS

1. Prospecting—finding persons who have some likelihood of becoming successful volunteers.
2. Selecting—choosing from among these prospects those who have the best chance for success.
3. Presenting the job—convincing the persons that the volunteer job is the service for him if he will do those things involved and required.

4. Placing the person in the most suitable location according to his availability for area, time, talents and out-of-pocket money that may be necessary for the job.
5. Training—equipping him for success with correct knowledge, attitudes, habits and facilities for the job.

Recruiting is not a single action job, but is in reality an "induction process" made up of integrated and interdependent activities. If any steps are eliminated, a thorough job of recruitment has not been in process.

The job of the recruiter is to contact *enough* people, who are the *right* people and tell them the *right* story. This job entails—

- personal efficiency
- prospecting efficiency
- selling efficiency
- attitude which underlies all three

The recruiter must have enthusiasm and personal determination—he must be positive, dominant and courageous. Honest enthusiasm is the plus quality that will sell when many other ways fail. Enthusiasm inspires confidence in what we are selling. To become enthusiastic yourself, you must know everything you possibly can about what you are selling—what the agency does and why, and what the volunteer will be doing to help the agency and the people whom it serves. You must arm yourself with all the facts you possibly can about the history, objectives and services the agency offers, and be convinced yourself in the job you are offering. It has been said that you cannot kindle a fire in any other heart until it is burning in your own. It is excusable to not be able to answer each and every question you may be asked, but they should be very few in number and you should always commit yourself to finding the answer and being sure it reaches the inquirer as soon as possible.

"Enthusiasm is the all-essential human jet propeller. It is the driving force which elevates men to miracle workers. It begets boldness, courage; kindles confidence; overcome doubts. It creates endless energy, the source of all accomplishment." Author unknown.

Your recruitment committee should have members who have this power of enthusiasm, and who can be positive and courageous. The most enthusiastic person available should be appointed as chairman, one who can communicate his enthusiasm and his self-confidence.

The committee should start with personal contacts—the field of all persons now known to them before contacting outside this circle. Start with a few and build on this. *The personal relationship is the important factor!* They should select from these, those who are the most effective before they recruit. Sound out the prospect's interests and see if they will match any of the needs and objectives of the organization. Have volunteers recruit volunteers, through a personal contact after you have made an appointment. People are more impressed with another volunteer taking time to come and ask them to do something than the staff person who is getting paid for his time. Take two people to see them—double exposure is more effective. Take along the job description so they may read what is expected of them and don't undersell the job. If there is to be much time involved in the job, you must be honest or they will lose faith in you and the organization. If they do not honestly have time for the job, it is better to find someone else. Perhaps they can be the assistant to someone who has more time, if they evidence interest in the need for their help. Be optimistic and enthusiastic and it will be rewarding a great percentage of the time. You will arouse a sense of obligation and interest in your program, if you give them a reason to serve.

Often we must recruit in general through a one-shot promotion, but better recruitment is accomplished if we can recruit for qualified persons for certain situations. If you need a particular kind of person, find a new approach that will have an extra angle or booster shot to motivate the individual.

There are factors which may add to difficulty in recruiting —which can be corrected to become positive helps—

- My attitude toward recruiting—is my own attitude toward the job of recruiting and toward the need for new volunteers indifferent or even negative? Do I believe the job can be done and am I determined to do it? Do I have a well-defined recruiting plan which helps me plan my approach?

- My prospecting—in my search for potential volunteers, do I seek wisely and well? Is my prospecting a form of pre-selection or am I devoting valuable time with suspects instead of prospects?
- My selectivity—do I select with sufficient care and wisdom to improve retainment and thus ease the attrition problem? And do I use my selectivity as a basis for recruiting?
- My presentation—is my presentation of the opportunities and benefits in volunteering bright, concise, effective—or has my story grown stale? Does the story I tell do justice to the opportunity to serve being offered?
- My personal conviction—do I believe sincerely in the greatness of voluntarism and what it offers? Is my conviction supported by the success of volunteers now serving in my agency? Does the success of volunteers on the job give factual evidence that the right person will find true opportunity for service?

Recruiting should be a process rather than a problem. A tour of your agency and volunteers in action should be proof positive of the story you are telling.

WHERE TO LOOK FOR THAT SPECIALTY PERSON

Often one must go beyond the circle of personal acquaintances of the committee and other resources must be persued. A postal card may be sent to the board or membership, asking for help in recruiting a particular person for a particular job.

A special organization may be approached for help from their membership, through an announcement at their meeting or in their newsletter or mailings. For example, if you need a cooking teacher, you may contact a Home Economics Club, or if you are looking for some help in budgeting, ask an Accounting Association for suggestions. Labor unions may be asked for members who will take civil defense training to be managers of shelters in the buildings in which they work. Watch for news stories in the papers about people with special skills or contact librarians who may be associated with specialists in particular fields and build a "people file" of individuals

with training and expertise; use this as a resource as the needs arise. Musicians, artists, educators, photographers, knitting teachers—all vocational and avocational talents may be cataloged.

UNTAPPED SOURCES OF VOLUNTEERS

The Bureau of Labor Statistics in 1965 conducted a survey on "Why Americans Volunteer." Of the 22 million Americans who volunteered that year, the lowest number was among the youth ages 18 to 24, senior citizens over 65 years of age, those who had less than four years of college, and persons with an annual income under $5,000. Although much has been done to change this picture in the past five years, this still suggests groups of persons to cultivate and to motivate to serve.

These persons may be reached through well-planned publicity, through groups to which they belong, such as Golden Age clubs, youth programs, service and fraternal clubs, labor unions, through their church and through social organizations. Mailings may be effective, but on a mass appeal this is a costly item, and if sent economically third class, is often thrown as junk mail. If a business may be persuaded to enclose a recruitment piece in their monthly billing, it may reach into a lot of homes, but again the cost may be prohibitive for the percent of return.

It is important to go to the people and to their groups. It is easier to be enthusiastic in person and be present to answer their questions. Personal calls on neighbors, newcomers and friends will tell your story. The Chamber of Commerce, Jaycees and Jayce-ettes, Women's Branch of Chamber and all civic groups are logical places to visit to speak and a speakers' bureau may handle this for your agency. Student councils, school assemblies, school and college classes may be approached by speakers from the agency. Some communities have successfully used talk-a-thons, which are really neighborhood coffees. Neighbors are invited for a cup of coffee and told about the volunteer opportunities—not much different than the jewelry or toy parties in homes. Booths may be set up in shopping malls or department stores, where brochures may be handed out and questions answered about volunteer opportunities.

Volunteerism is *no* longer predominantly a white middle class thing. All races are concerned with white power, black power, red power, yellow power, etc. and it sounds like more power for all of us. The Volunteer Courts Newsletter calls it "rainbow power."

We need to knock on doors. In the disadvantaged areas, everyone can't read, but they will respond to a personal request for help.

WHEN TO RECRUIT

Recruitment should be continuous and not spasmodic. However, there are particular times of the year when it is better to contact people. Some age and interest groups are more available at certain times of the year. Mothers of young school-age children usually are not available summer months and they should be contacted late summer and early fall for their help. Youth who live in your community are interested in knowing about summer volunteer jobs in the spring and become more interested after school is out if they have not found a paying job. Many are interested in after-school hours and weekend jobs and should be approached at the beginning of semesters before they become too involved, as should college students. A concentrated recruitment should not be planned for holiday seasons when everyone is involved in so many other plans. Working persons and the retirees are available most any time of the year, although some of the more affluent retirees travel at certain seasons of the year, avoiding the heat or the cold. This may be capitalized upon in the community in which they are spending a few weeks or months.

VOLUNTEER BUREAU RECRUITMENT

If you have a Volunteer Bureau in your community, the Bureau may be able to provide you with most of the volunteers you need. As an organized service, they are able to promote more publicity and reach more groups than each individual agency. Many individuals contact the Volunteer Bureau through a phone listing, if they have lived in another community where there was a similar community volunteer coordinating agency. As a central coordinating service, they are

able to match the individuals' skills to the most suitable job, and the volunteer may be more satisfied. Also, the Volunteer Bureau may have a resource or "people file," to consult when a special service is needed.

PROMOTION

Promotion is an act of furthering the growth or development of voluntary agency's purpose and program must be built upon the basis of establishing public relations between the organization and all concerned. This may be termed "public relations", "public information", or "community relations", but whatever the terminology, it should initiate activities which—

- further public understanding of the agency, and
- provide the agency board and staff with an understanding of public opinion in order to help improve the functions of the agency in the community

A public information program must be planned and be purposeful to properly serve the community. Unqualified programs cannot be whitewashed by incorrect reporting of facts. If the agency program and its purposes are not of high standards, good public relations will be difficult to establish. Questioning from the public will disturb complacency and force a searching evaluation of the organization's objectives and program.

Without public support, the agency cannot effectively operate its service or expect to attract the community to its volunteer program. Therefore promotion must receive a high priority on the schedule of staff and board time to develop a quality information program utilizing a promotion or publicity committee who has been well oriented in the philosophy, history and operation of the organization. Members should be appointed who have a working knowledge of all publics in the community who need to be reached and the techniques by which they may be obtained.

Smaller organizations may not be able to budget for staff to carry out the public relations assignment; in this case the executive and/or volunteer coordinator will need to function in this capacity with the assistance of the volunteer publicity

committee. Individual assignments may be made to various committee members in the areas of newsletters, speakers' bureau, news media, distribution of materials, etc.

As the agency's budget and program expands, a part-time or full-time staff person may be employed to coordinate the whole program of public relations activities, and his knowledge, skill and abilities will provide stimulation to the organization by the day-to-day attention he can give to telling the agency's story.

For our purpose, we shall proceed on the premise that promotion is the duty of the volunteer coordinator and his staff and apply the principles and ideas for their benefit.

The promotion program must be planned to command the attention of the public, whose thoughts are constantly being invaded by a bombardment of publicity and sales talks. Therefore, a plan should be carefully outlined to conform with the goals of the agency and how these goals may benefit from a public relations program. An immediate and a long range plan should be considered. An evaluation check list must be built into the plan.

Basic approaches and techniques will be outlined in the following pages to provide a continuing public relations program for the organization.

Materials For Distribution

Posters

- for bulletin boards, business and industry, schools and colleges, grocery stores, gas stations, churches, restaurants, coffee houses, labor union halls, banks, libraries and public places
- on billboards, if they can be donated as a public service; in store fronts

Brochures and Fliers

- distribute to employees, club organizations, churches, physician and dentist offices, libraries, beauty and barber shops, hospital waiting rooms, schools and colleges, dormitories, fraternity and sorority houses, and any places where a number of people congregate

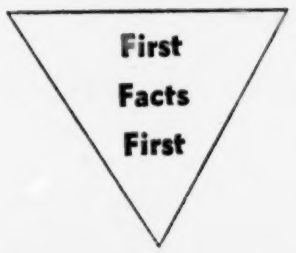
- distributed by "Welcome Wagon" to newcomers
- billing size fliers may be inserted in general mailings by banks, department store or public utility companies

Book Marks

- distributed in public, school and college libraries, in book stores, and related services

Newspapers

Unless a person is trained in writing of news and feature stories, he should not try to write for the newspapers. They have a paid staff of reporters who will write the story from the facts presented to them. A news release should have an interesting lead and the first paragraph should tell the story in capsule form. The lead should tell WHAT is to happen, WHO is doing it or to whom it is happening, WHEN it is happening, WHERE it will occur, HOW and/or WHY it is happening. Events that WILL happen are more interesting than those that HAVE happened, but there may be events which are worthy of a wrap-up story. Don't send in any superfluous material—it discourages editors from reading the material.



The inverted pyramid written release has the important facts first, with details written in the order of their importance. Then if the story is cut after any paragraph to fit into the news space, it will contain important facts.

In a feature story, it is better to *not* use the inverted pryramid, but to insert some of the interesting facts in the middle of the story.

Release must be typed, double-spaced and with wide margins. Begin the first sentence about ⅓ of the way down from top of page. This gives the editor room to write notes

to his printer. Paragraphs should be indented at least ten spaces.

The upper left-hand corner of the release should have the person's name, title, organization and day-time phone number, so the newsman may check back if he has questions. The release should state that it is NEWS or a PRESS RELEASE, near the top of the sheet and if the publicity is for IMMEDIATE RELEASE or for release at a SPECIFIC TIME or date. Give attention to details and correct spelling of names and addresses. Reading aloud is a good way to proof read, as it slows one down. Try to limit the story to one page, but if there is more than one page, end each page with MORE and the end of release with the symbol -30- in the center of the page.

Get to *know* your media. This is more difficult to do than to say. The number one key to good publicity is not in knowing the techniques, but in knowing the personnel—something about them as human beings. Read copies of their papers to analyze the kind of stories they use and what idiocyncrasies they may have.

Don't hound the paper once the story has been sent in and don't be discouraged if the story is not newsworthy, or there was too much special news to print the article. Try again. But an occasional check with the paper will do no harm. If you *never* ask why your articles are not used, they may think you don't care. Jog their conscience a little bit.

Know the deadline of the daily and weekly papers so that the release is submitted in time. There may be different deadlines for photo and copy materials.

Newspapers may agree to print weekly columns listing volunteer job opportunities available through a volunteer bureau. Examples of these columns are shown below. Also articles honoring the Volunteer of the Month will be accepted for publication.

LOS ANGELES TIMES NEWS COLUMN HEADING FOR VOLUNTEER JOBS:

Los Angeles needs you. Whatever your skills and talents, no matter how many hours you can give, no matter where you

are, how many are your years, or if you measure your bank account in dollars or dimes.

Read this column every week until you find the job that is tailored-to-fit you. The pay is monumental but not in cash. The agency you will work for is non-profit. All profits go to Los Angeles and to you.

Volunteers Needed

This list of needs for volunteers is provided by the Greater Des Moines United Way (Tel. 244-1181). Such a list is published weekly in The Des Moines Tribune.

Big Brothers for fatherless boys, private agency, two or three hours evenings and Sundays.

Remedial reading tutors, south side junior high school, flexible hours and days.

Toy repairmen, private agency.

Receptionist - Stenographer, private welfare agency, 4:30 to 9:30 p.m. Mondays and Wednesdays.

Beauty and grooming teacher, opportunity center, after school or evenings.

Persons to be friends to youngsters, church, two hours one day a week.

Person to assist with serving noon meal, developmental day care center for severely handicapped children and young adults, 10 a.m. to 2:30 p.m. or 11:30 a.m. to 1 p.m. Mondays through Fridays.

Typist, private health agency, flexible hours and days.

Persons to do telephone verification, city library, flexible hours and days.

Volunteers Needed

This listing for volunteers is provided by the Greater Des Moines Community Way (Tel. 244-8646). Such a listing is published weekly in The Des Moines Tribune.

Groups to entertain older persons, nursing center, flexible hours and days.

Tutors who will also aid in cultural enrichment of deprived children care-area schools, flexible hours and days. Degree from accredited college or university necessary.

Instructors in mathmetics, science, English, social studies and literature, work with students obtaining high school equivalency certificates, 7 to 9 p.m. Mondays through Thursdays.

Hospital volunteer, hospital with many male patients.

Mathematics tutor, settlement house, 9 to 11 a.m. Saturdays.

Basketball coach, intra-mural program, Saturday mornings.

Snack Shop assistant, hospital, 12:30 to 3 p.m. Wednesdays and Thursdays.

Volunteer Drivers Are Needed

The Volunteer Bureau provides drivers for a number of our local agencies, mainly to take patients to doctors, hospitals or for therapy.

In many instances, attending a group activity is part of the therapy treatment for mentally ill and mentally retarded adults.

Currently we need drivers on Wednesday nights to take patients from a nursing home to this type of activity at 7 p.m. and back to the home at 8:30 p.m. We also need individuals, mornings or afternoons, who would be willing to take an assignment every week or so.

Drivers are always called a day or two in advance and are always free to refuse the request if they are otherwise engaged.

If you have a little time you can give to volunteer driving, please call us at 322-6431, or stop by our office any weekday afternoon and register. Present needs are:

Jennie Edmundson Playroom . . . needs women, mornings or afternoons, who could help now and then with their supervised play program for the children in the Pediatrics ward.

Area 13 Media Center . . . is still in need of typists who could come in occasionally, mornings or afternoons, to help in their office. They also need people to help put covers on a new shipment of books and with other library work.

Social Welfare Services . . . need volunteers to participate in their Homemakers Aide program. Women who are interested will receive training, salary and transportation expenses, would work five days a week, from 8 a.m. until 5 p.m. Homemaker Aides go into Welfare Recipients Homes and give whatever aide is needed to help the stricken family.

Christian Home . . . here is a chance for teen-age boys and girls, age 16 and over, to be a big brother or sister to a young child and help them with their homework on Mondays through Thursdays from 6 to 7 p.m. If you can spare one or two evenings a week, come in our office, 30 Pearl St., and register any day after schools.

All angles should be explored to increase the media coverage. Sports departments, church and school pages, society departments all may be appropriate sectors into which your news item may fall, if you have thought up a different approach to a program. Too often the same story is offered, such as two or three women making decorations for a dance or bridge benefit, when perhaps a picture of them at the scene of the agency or with the individuals for whom they have planned the benefit would be more appealing. Many papers are now banning the hand-shaking type of picture.

Radio And Television

Radio and television stations are required by Federal Communications Commission to give a certain percentage of their time to voluntary, civic and charitable groups. Most stations exceed by far the required time, but they are bombarded by all worthy causes and the publicity chairman must sell *his* worthy cause to the station. Most stations have public service departments and staff and it is advisable to make a personal call to each of these or the station manager, to become acquainted and to learn what their policies and deadlines are. After an initial personal visit, future contacts may be satisfactorily made by telephone or mail.

It may be advantageous to request time on special shows, such as talk or interview programs, which may be weekly

quarter or half-hour programs. Advance planning is most important and arranging for participants, getting them to taping sessions and providing background material for interviewers all takes time. Make the contact four to six weeks ahead of time for an interview feature. Find as much visual material as you possibly can—drawings, art work, maps, posters, brochures, etc. Still photos, size 8″ x 10″ and 2″ x 2″ colored slides, preferably photographed horizontally are excellent for presentations. They should be sent ahead of time so they may do the art work and preview materials.

Television news exposure is easy to secure, provided you have newsworthy material which you are offering when it is news. Annual meetings, visiting dignitaries, award ceremonies, and unusual volunteer services will interest the newsroom editor, particularly if you can offer him an important reason for the occasion.

The importance of radio should not be overlooked. Radio is still giant in comparison with TV and there are 120 million radio sets in use. Captive listeners are in millions of automobiles daily and an interesting message will reach many. Prime time is early morning and later afternoon—"drive time."

Spot announcements should be sent to disc jockeys, written on postal cards for their easy use. Changing the message and sending cards weekly takes time, but will give your message a greater assurance of being read on their community announcement spots, as they usually read the newest cards first, while the older ones get shuffled to the bottom.

Regular announcements should be timed for specific periods, such as 20 or 30 second spots, or one-minute spots. The public service director will advise as to which length they prefer. All copy should be typed and double or triple spaced. You can time your spots by counting words —

10 seconds = 22 words
20 seconds = 40 to 50 words
30 seconds = 60 to 70 words
60 seconds = 120 to 150 words

Many radio stations do not use 10 or 20 second spots. It is worth your time to survey the stations in your locality to

find if any use 10 or 20 second spots, to save your time in sending them. If the station has to write the copy, it will take three or four days longer than if you send in your own copy.

House Organs

Interoffice and industrial publications are effective means for announcing the need for volunteers in your program. Many of these office newsletters are mailed into the homes also. High school and college papers, teacher's bulletins, library community events calendars, all may be willing to use short articles about volunteer opportunities. In Iowa there is an Industrial Editors Association, where one request may be sufficient to produce many articles.

Advertising

Some newspapers and shopper's guides will provide free advertising if the proper approach can be made. Most voluntary organizations do not have funds to permit paid advertising, but often a business may donate the cost of an advertisement for you, or insert a notice in their own larger advertisement.

Clever announcements may be placed in the personal column of the want ads, such as "It's a boy"—who needs a friend to be a Big Brother—contact .....
Or—Wanted—one man to be a big brother to a fatherless boy.

Letter Writing

Letter writing is probably the most universal communication device, and may be an all-purpose tool. Public Relations Reporter, news of the American Library Association, terms the direct mail letter as "the next best thing" to a face-to-face meeting, especially when the letter is really well written. An extensive program of personal letters may be developed from the President to leaders of clubs, organizations, churches, Parent Teacher Associations, agencies and businesses. The letter could be a standard letter to be run on a flexiwriter, or they may be personally written by different board members to prominent persons in the community whom they know. The

letter can convey the need for volunteers to carry out the program and services of the agency and seek the reader's help in personally becoming involved or in helping to recruit from his fellow members and associates.

The message in the letter should be presented in the fewest possible number of words. One has only a matter of seconds to get the attention of the reader. If people don't read the first few words of the letter, they won't read the body copy and get the full message. So keep the beginning of the letter short, punchy and attention-getting. Appeal to their personal interests and keep the letter short, maintaining their interest throughout. Attractive artwork and layout, the use of one or two colors and personal touches such as a handwritten "P.S.", if done in a tasteful manner will be effective.

Write the letter so that it makes it difficult for the reader to say "no." Never ask "if," ask "which." Rather than saying—"Wouldn't you like to - - - ," ask in which of these activities may we count on your support (or help)?" With a low-pressure selling, the letter will become the writer's personal representative.

The Public Relations Reporter concludes there are four public relations avenues for direct mail letters and sometimes more than one purpose can be accomplished in the same mailing. They are:

- Informative mailings—designed to tell the story about an institution or service. No pressure—just an attempt to tell about the service and what it can do for the reader.
- Persuasive mailing—an effort to convince, to evoke a response and action.
- Reminders—to keep programs and services alive in the minds of people. The message may be in a letter or printed novelty.
- Utility mailing—items which the recipient can use, and, in using them, become better informed about services and programs. These may include bookmarks, pamphlets, note pads, calendars, reading lists, etc.

A letter may be used to furnish background material which will be followed up by a telephone call or personal visit, to secure the response.

Exhibits

With ingenuity, many places may be found in which an exhibit may be placed which will attract the attention of great numbers of the public. Store front windows, lobbies of banks, hospitals, nursing homes, welfare buildings, hotel lobbies or mezzanines, office building foyers, walls of airport concourses, and all sorts of public and private areas may be utilized. Fairs, shows in auditoriums such as Home Show, Sports Show, etc., displays at conventions, school halls, cafeterias or libraries all may be places available for small or large exhibits.

It is important that the exhibit be tasteful, neat, attractive and reflect the message in as few words as possible. Often art departments in schools or colleges or art teachers will volunteer their services to assist you in preparation of the materials for the exhibit. Keep in mind that many exhibits receive only fleeting glances, and just as in all other publicity materials, it is hoped an appeal will be made that will attract their attention to read further or stop to ask questions if the exhibit is staffed.

Newsletters

A newsletter may have multi-usefulness. Depending upon the reader coverage, it may be an effective recruitment tool, telling the various needs for volunteers. Description of successful volunteers in action will give individuals proper recognition of their performance and services. A newsletter may be used to announce dates for interviews and orientation meetings.

But this mailing competes with national publications. It must be good copy to be read. If it isn't going to be read, why get it out? The preparation of printed material is hard work. Seven editorial guidelines have been offered by Robert Willmot, National School Boards Association information and Public Relations specialist:

1. Audience awareness. Know the public toward which the content of the publication is directed. Be aware that each public requires a different kind of information.

2. Production quality. Whatever the type of publication, insist on quality production. The amount of money spent

is not the true measure. Any method of printing can be well done.

3. Concentrate on content. Place the emphasis upon content. Don't settle for less than the best that's available. Stress information that readers will want to know and appreciate once they have it.

4. Expert help. Call on experts when the need arises. Remember, not everyone is an authority on all phases of preparation or production. Don't be afraid to acknowledge that someone else knows a little bit more than you know—it's not only possible, it's probable.

5. Value white space. Don't be a "space filler." There's no need nor sense in using copy or illustrations to fill every square inch of space in your publication, unless, of course, you want to put out a telephone book or a Congressional Record. Use white space and use your imagination. You might be surprised.

6. Know your printer. Visit his place of business and get acquainted with his method of operation. Understanding his way of doing things can often benefit you in getting the job done with the least amount of trouble.

7. Keep your eyes open. Examine other publications. Don't hesitate to use an idea you see used elsewhere. If it's good, you can be certain that someone else is using it anyhow. However, you will seldom use another's idea as is, rather, you will adapt it to fit your unique situation and requirements.

Many volunteer coordinators will not have the funds budgeted to use commercial printers, but attractive newsletters may be produced with equipment in the agency. A good secretary may be very helpful in setting up mats in neat and attractive manner, using the principles as outlined above. If a two-color mast may be printed for use of the newsletter, it will help make the copy appealing. Use of simple drawings will add to the interest of the printed page, and if pictures can be reproduced, the public and volunteers enjoy seeing themselves in print. If you use typewriter type, be wary of multi-column use. It is difficult to make it look good and to get even margins.

A newsletter may be telling a lot more than one suspects—about the agency and the volunteer program. Every issue helps to build an image which may be helpful or harmful. If the newsletter is the main communication with the volunteers, clients or public, it can be the major impression-builder. There needs to be a purpose for a newsletter other than the fact that other agencies are printing one. Careful editing will help tell the story as quickly as possible and selectivity of items will eliminate the dull and trite news. Gather the news from as many resources as possible, including staff, volunteers, board members, clients served by volunteers and cooperating organizations. Tie-in stories with state and national programs occasionally. Report meetings from a news standpoint, omitting mechanics of the meetings.

Speakers' Bureau

Persons who are knowledgeable in the history, philosophy and purposes of the organization and who are able to interpret this story to others to interest them in becoming involved should be recruited as members of the speakers' bureau. A kit of materials should be assembled to give each speaker and these materials should be kept up to date. Recommended items for the kit would include—

- general outline of organization, telling history, purpose, structure, the role in the community, procedure to become involved in helping (whether this is to donate funds and/or services may depend on the needs of the agency)
- list of the *current* needs of the agency
- list of the board members and staff
- suggested speaker's outline, giving helpful hints on how to make a presentation
- brochures
- registration cards for volunteers to complete if they are interested

A meeting of all members of the speakers' bureau should be called once or twice a year to share experiences and ideas, to keep them up to date on new needs, and to present them some new and helpful ideas for their presentations.

Some assorted tips on presentations have been gathered from various resources to assist staff and volunteers in planning a talk. Really top speakers are rare, but it is possible for the average person to learn to deliver an interesting and correct speech.

- Spend some time in preparation of the talk—the concensus of great clergymen speakers is that it takes about seven hours to prepare a 20 minute talk. Once this basic preparation has been made, repeated talks about the same subject may take only half an hour to brush up on details and adapt it to a particular audience. But know what type of people are in that audience, and tailor your talk to them.
- If the speaker is inexperienced, he should start with small, informal groups.
- Remember, there are two sides to every subject and don't be too adamant about your views; your purpose is to sell "your product"—voluntarism—and not create antagonism.
- Decide exactly why you are speaking and what is your objective. Choose one basic subject, research it, add your own personal experiences and knowledge.
- Organize your materials into an outline and memorize the key ideas you want to convey. The words to express these ideas will come.
- Tailor your talk to the audience; you may wish to emphasize different aspects to different groups.
- Keep charts simple, if they are necessary; the audience should not be required to strain to read all kinds of figures and words.
- Don't attempt to read someone else's speech. If it contains good ideas, use the ideas and tailor it to your thoughts and ideas.
- Organize your speech into a beginning, middle and closing.
- Have just a *few* key points and let your audience know when you are moving from one to another.
- Practice your speech—test runs are very important.
- Look at the people to whom you are speaking; if you know your material and have practiced your speech, you can communicate directly with them, not your notes.

- Learn to enjoy hearing nothing while you are gathering your thoughts; the audience will stop counting the "wells" and the "uhs."
- Be prepared to answer questions at the conclusion of your talk. Limit your talk to allow time for questions and answers.
- Be sure you understand the question.
- Take time to think before you answer.
- Have materials with you to support the facts and figures you have given.
- Keep answers brief and factual.
- If you do not know the answer, admit it, but tell them you will find the answer and relay it to them *soon*. If the question is loaded, state that you are unqualified to make a statement on that subject.

- Find a way to honestly evaluate your speech.
  - Were you relaxed?
  - Did the audience really seem interested, or only polite?
  - Did you secure any volunteers or funds?
  - Did you cover all key points?
  - Did you stay within your time limits?

- Analyze if there is a market for your printed talk, after you have given it, among other speakers, employees or agencies.

You are told to *never, never* read a speech. But there should be no never-nevers. Few persons are called upon enough to become a practiced speaker. If you are a "once in a while" speaker who must occasionally read a speech, there are some helpful hints for you. In writing the text of the speech, write as you talk or your speech will be stilted and have too many long, involved sentences. Make heavy use of pronouns—you, we are, you will, I will—to make the talk have a personality. Outline the speech first with a beginning, the middle with its four or five concrete points, and the closing. Then write from this outline.

Type script with largest available print, double spacing and using capital letters for the key points. Start these key points at the top of each page, underlining them to help you return to the printed page more quickly. You may wish to mark gestures or emphasize dashes for pauses. Use only the

top two-thirds of each sheet of paper, which will keep your head higher.

Bind the pages as loosely as possible for easy turning, or leave loose, but *be certain* they will lie flat. Don't type on both sides of the paper—this emphasizes the fact that you are reading. Fold bottom right-hand corner of each page, for easier turning.

Read the speech aloud to get the feel of it. See if it is comfortable to deliver and flows easily, like normal conversation. Reading it aloud several times will allow you to be familiar enough with the contents that you can develop eye contact with the audience and communicate with them.

Be sure to check ahead of time if there is ample light in the meeting room so that you will not have to strain to read and also so that you can see the audience. Communication *from* them *to* you is important—if they look interested, smile at a joke or nod their head, you can sense that you are reaching them—if they have frowns or quizzical expressions, you must not be coming across.

Now I sit me down to sleep,
The speaker's dull, the subject deep;
If he should stop before I wake,
Give me a poke for goodness sake!

Mechanics Of Speakers' Bureau

To promote use of the speakers in the bureau, you may wish to distribute each year a program booklet listing speakers with their topics, and if the budget allows pictures of the speakers, this is an added attraction. Forms for requesting speakers may be included or request forms by themselves may be widely distributed among clubs and organizations. A sample request form may be seen at the end of this chapter.

After the request has been received and a speaker secured, copies of these request forms should be sent to the speaker and to the person requesting the program, retaining a copy in the office files for reminders, statistics and evaluation.

To relieve the volunteer coordinator of the responsibility of securing speakers, the chairman of the speakers' bureau com-

mittee may wish to secure one or two persons who will assume this responsibility. Speaker request sheets may be sent to them and they can perform the following duties—

- secure speaker for program
- send contact person in group the name of the speaker and the speaker's biographical sketch
- inform office name of speaker

Biographical sketches should be obtained for each speaker and if the speaker coordinator has copies of these, the speaker's background may be matched to the group's interest.

CONVENTIONS OR ANNUAL MEETINGS

Planning a convention or annual meeting will involve much promotional time, including the preparation of attractive invitations, announcements, programs and advance publicity to reach your public. Compiling a complete mailing list for the invitations is foremost and then sending an advance release to the press. Press releases should be prepared and mailed two weeks in advance of the meeting to all daily and weekly newspapers in your area. Its contents should include the program, a general release stating the WHAT, WHO, WHEN, WHERE and WHY discussed earlier, background stories on key speaker(s), and a list of present officers and the program chairman. Special contacts should be made with the local newspaper, radio and television stations to arrange for coverage and picture taking.

If the meeting is longer than one day, major news releases should be written each day, featuring addresses of main speakers, summarizing their message and at the conclusion, a release of the newly-elected officers. If there are sectional meetings, the leaders should be provided with reporting forms to be turned in immediately for a round-up story. Attendees from other communities should be invited to give you help to write their home town news story. Reports of special recognition should be forwarded to the recipient's home town news media.

Someone should always be present to watch for the reporter and photographer, to make them welcome and expedite their reaching the key place at the key time. A large meeting

should have a permanent publicity and information desk, staffed continually during the convention.

If the budget allows, you may wish to invite the press to be luncheon or dinner guests, but this is not essential and often they are too busy to spend that much time. But if they arrive during dessert to cover the talk, it is courteous to obtain a cup of coffee for them, especially if they have to wait.

PRESS CONFERENCE

At the beginning or conclusion of a convention, or if the agency has a major news announcement which calls for explanations and background information, you should consider the press conference. Be certain the information is newsworthy or the next time the press will not be inclined to invest their time and effort to attend. Often invitations are issued to a press breakfast at the beginning of a convention, to choose the important items and to meet the key participants before they get tied up in sessions.

You must be willing to devote your own time and effort to make the press conference pay dividends. To make it successful, do the following:

- notify media at least a day in advance and more lead time is better
- give them some brief idea about the purpose of the press conference
- have a prepared statement on conference subject ready to distribute
- don't read this to them; let them scan it as they desire and ask questions
- have one person in charge of the meeting who can keep things moving and answer or field questions to the right person
- volunteer coordinator and other staff should stay in background, ready to obtain or distribute resources
- if you are unaccustomed to press releases, try a dry run ahead of time, asking the questions you might expect reporters to ask; see how well prepared you are!
- have equipment handy—paper, pencils, phone, typewriter, electrical outlets, etc.

- have a photographer available if the press cannot send one
- start promptly and keep things moving; avoid antagonistic issues

PHOTOGRAPHS

A good photograph attracts more attention than a thousand words and can in itself communicate a powerful message without the printed copy. But there aren't many photographers who can produce outstanding pictures. The good picture is there in every community—if you will be creative.

Factors that influence a reader's acceptance of a picture, according to Earl Theisen, veteran Look Magazine photographer, include these:

- objects, situations, or action which the reader recognizes
- pleasing characteristics, such as beauty, niceness, quality
- presentation of reality in print—the tone range, contrasts and general appearance in the print present a picture of life as it is normally seen
- quality in the print, reflecting good clean darkroom work
- properly cast models who seem natural in each situation
- objects or fashions which do not "date" the photo
- the "slice of life" effect, which improves personal acceptance
- compassionate and sympathetic treatment of forgivable weaknesses in other men
- simplicity in composition and lighting
- lighting that does not reveal itself

He adds that the reader is a "shopper" for a new experience and the photograph must have attributes which win reader approval and convey some kind of reader value and reality. "If you 'shoot' a bride in white satin, it ought to look like white satin," he explains.

Attach a caption of the copy describing the event, giving full identification of each person in the picture, with correct spelling of their name, address, telephone number, and names of parents of minors.

To assure your organization that they will have no legal recourse later, written consent to publicize the picture should be

obtained from the person being photographed. A release must be signed by each adult in the picture and by a parent or guardian of each minor in the picture. A copy of the release must be given to the one being photographed. A sample consent form is at the end of the chapter.

EVALUATION OF PUBLIC RELATIONS PROGRAM

Evaluation of a promotion or on-going public information program cannot be determined without keeping records. The public's response is your criteria. Statistics are important and may be compiled by—

- recording telephone calls which have been made following news media announcements
- recording personal visits initiated after hearing your story
- recording mail requests for information, an interview appointment or brochures which you have promoted
- maintaining clipping file or scrapbook of all articles printed; evaluate what kind of articles the news media accepts, and plan the next release accordingly
- have committees and boards record number of times they have heard or read your release; this may be a one-time survey

When a potential volunteer completes the interview card, there should be a place for him to indicate where or how he heard about your program and need, and these should be tabulated and analyzed for future publicity. Record sheets of media contacted and publicity used will provide valuable information when planning future publicity. A form may be developed for each area of promotion (sample forms at end of chapter) with a different sheet for each promotional technique—

- radio
- television
- newspaper
- posters, exhibits, billboards
- speakers' bureau
- house organ
- brochure (distribution, place)
- tours and other miscellaneous

Other questions your Public Relations committee and board should ask—

- have phone calls changed from complaints to requests for information?
- has a problem been corrected by better public relations?
- have you used check list built into your plan? (see previous section in this chapter)
- what do your statistics tell you?

Don't preoccupy yourself with techniques rather than the message, but verse yourself so thoroughly in the techniques that they become automatic and a part of the job.

NEWS REPORTING NETWORK

A publicity program must exist and you have to rely on reporting from the boon docks. Organization for accumulating information may be more difficult than organization for disseminating it. The public relations committee and staff must cultivate all departments of their program and all members of each department, both employees and volunteers to submit their ideas and their plans and programs to tell a complete story of your organization. For example, in a school volunteer program, each school administrator, the teachers, the volunteers, parents and the pupils all should be regular reporters to the publicity program. It is their ideas and their "happenings" which will make your news and spark the public's interest. Student activities should be the prime focus in a school volunteer program and student journalists may give you the most outstanding features and photographs.

News report sheets should be distributed to all who are potential reporters within your system and these should have again that basic outline of WHO, WHAT, WHY, WHEN and WHERE listed for them to complete with details. When they *do* submit these reports, call or send them a memo thanking them so they will know you appreciate their help. If you are unable to use their report for awhile in your newsletter or press releases, let them know why so they will try again. REMEMBER—*they* are volunteering for *you*. A coffee break or staff meeting may be a good resource for finding interesting news items (but not office gossip, please!)

PUBLIC RELATIONS WORKSHOP

A public relations workshop is an in-service training for staff, committee members or your branch-office personnel in other communities. It should be well structured with a particular purpose in mind. It may be better to have workshops more frequently and emphasize one area of promotion each time than to try to cover the water front with every idea in the book. Each subject in this chapter could be expanded to contribute discussion for one to three hours time.

Experts within your own organization should not be overlooked for their knowledge and ideas, and often a person may now be doing a particular kind of a job, but may at some time have been in a position where he staged an outstanding promotion. Give him the opportunity to share his expertise and experiences. A college or high school journalism teacher or advertising agency personnel in your area can be invited to participate in the workshop. News media experts will respond favorably to invitations. It is to their benefit to help you learn the right way to do your job!

Allow potential participants to help plan the workshop and your content will include the help they are seeking. They also should be consulted in evaluating the results. Short panel presentations followed by small group discussions will be the most productive. Participants sharing their ideas and experiences are often the most helpful.

CONTINUITY

A persistent image must be projected into the community at all times. Spectacular promotions are excellent, particularly if they relate to a national emphasis such as the President's proclamation that the first week in April shall be declared National Volunteer Week, or that it is National Education Week or Easter Seal time. But you should not fail to develop a *continual, on-going* public relations program that *always* tells your story. Too many organizations take a three-month summer vacation from the program that does not correspond to the community's need. The baby still needs his summer check-up and immunizations in the well-baby clinics, the business man has no immunity to heart attacks in the summer

and today Johnny continues to use the schools all summer. If you allow a seasonal slump in your program, it will be that much harder to stimulate interest when you come back and you will have to start all over. The media has fewer releases presented in the summer and will welcome your stories and give you added emphasis. The public relations program should be outlined with definite publicity planned for every month of the year.

POTPOURRI

Public relations must conform to the policies and objectives of the organization and ultimately the board of directors will direct the content of your promotions. It would be hoped they will allow for flexibility and non-stringent policies so the public relations committee may be free to use innovative techniques. But we must take into consideration the policies and the facilities and not flood a hospital with visitors at a time or in a place where their patient's rights and privileges may be violated. So, take into consideration—space, parking facilities, weather and conveniences in planning special events for promotion.

Publicity is only as good as the persons responsible for it. To summarize—

- be innovative and creative
- visit the local editors and station personnel to learn their desires and needs to provide you with the best coverage
- resolve to prepare your publicity to their needs, space and time availability and deadlines

The handbook for publicity chairmen prepared by the Public Relations Service of the National Association of Broadcasters presents these definitions—

- PUBLICITY seeks to inform . . . to impart information. To be effective, it must have some news value . . . a "news peg" on which to hang a story.
- PROMOTION, too, seeks to inform, but it also seeks to "promote" activity on behalf of a specific program or project. Quite frequently there is no hard "news peg" for a story; merely a desire to get a program under way.

- PUBLIC RELATIONS is a combination of the two, plus day-to-day activities designed to build sound and productive relations in a community that will enhance a group's reputation and its ability to serve.

WATCH YOUR WORDS

A careless word
May kindle strife;
A cruel word
May wreck a life.
A bitter word
May hate instill;
A brutal word
May smite and kill.
A gracious word
May smooth the way;
A joyous word
May light the day.
A timely word
May lessen stress;
A loving word
May heal and bless.

Author Unknown

REQUEST FOR SPEAKER

(agency name) .....Date of Request.....
(agency address) .....(agency phone no.).....
PROGRAM INFORMATION:
Date .....
Time .....
Place .....
Group .....
name
....
purpose age range
Length of talk.....Questions and answers.....Yes.....No
Estimated Size of Audience.....Actual.....
Contact..... Phone Number.....
name
Other .....
Speaker Assigned .....
Pamphlets Distributed .....
Volunteer Registration Cards Distributed.....

PICTURE RELEASE

To: .....
I hereby agree and consent to the use of the photograph hereinafter described for advertising and publicity purposes by

.....

I hereby waive any right that I may have to inspect and/or approve the finished product or the use of which it may be applied; and I waive all claims or any compensation for such use or for damages.

DESCRIPTION OF PHOTOGRAPH:.....
.....
Signed .....
Address .....
Date .....
Name of photographer .....

PAMPHLET OR POSTER DISTRIBUTION

PLACED	ADDRESS	NUMBER

NEWSPAPER or RADIO or TELEVISION or BULLETINS, NEWSLETTERS, ETC.

PROPOSED	DISPOSITION

SPEECH EVALUATION

Speaker _____ Date _____

Judge _____ Time of Speech _____

TOPIC -

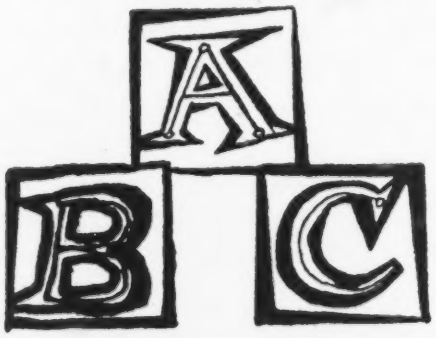
Points	Poor 1	Weak 2	Fair 3	Adequate 4	Good 5	Very Good 6	Excellent 7	Superior 8	Comments
1. Introduction ---------- Did it tie in with main theme and capture attention of audience?									
2. Clarity of Purpose ---------- Did speaker follow the theme? Was purpose evident?									
3. Word Usage ---------- Did speaker use good grammar?									
4. Body Actions -- Effective? Gestures and posture. Motivated?									
5. Eye Contact and Facial Expression ----------									
6. Vocal Variety & Expression									
7. Poise and Self-Control									
8. Adapting Material to Audience									
9. Organization of Material. Were ideas logically developed? Memorable!									
10. Conclusion ---------- Was it a logical closing? Effective?									

TOTAL----------

CHAPTER VI

INTERVIEW AND PLACEMENT

	Page
WHY INTERVIEW	106
HOW TO INTERVIEW	107
A B C's OF INTERVIEWING	111



ALWAYS
BE
CONCERNED

PLACEMENT	112
TERMINATING THE INTERVIEW	114
EVALUATING THE INTERVIEW	114
THE ART OF CONSULTING	115
CIVIL SERVICE INTERVIEWING	117
GROUP PLACEMENT	118
VOLUNTEER BUREAU INTERVIEWING	120

CHAPTER VI

INTERVIEW AND PLACEMENT

WHY INTERVIEW?

A personal interview with a prospective volunteer is the basis for a good placement. A successful volunteer service is dependent on good placement. The interview should—

- determine the suitability of the applicant to the agency
- establish feeling of mutual understanding and confidence
- give the applicant essential facts about the job and agency
- outline requirements for performing specific jobs
- help find the assignment where both the agency's needs and the volunteer's needs will be satisfied.

Participating in an interview is a teaching experience for young people, preparing them for later interviews with prospective employers and it should be conducted with the same degree of professionalism that a paying job would require. Allow for tension in the volunteers, particularly in the youth.

The aim of the interview is to know the volunteer as a complete person. We should understand what has motivated the individual to offer his services (see Chapter 1) and build upon his desire to give service. But you shouldn't classify people because of their motives. Awarding a soldier the Purple Heart is not influenced by whether he enlisted or was drafted.

During the interview you need to determine the interests, talents, skills, ability and personality of the person and his ability to use these characteristics. To help the volunteer know about the agency you should—

- provide understanding of its function and purpose
- interpret organizational structure of agency and the volunteer's place in this (see Exhibit 1 in Chapter IV)
- explain the need for the volunteer job and the role he will perform
- give depth to volunteer job

- establish communication for good public relations, whether or not the interview culminates in a placement
- relate the volunteer service to the total service of the agency
- define areas of responsibility of staff versus volunteer, volunteer versus volunteer, staff versus staff, and volunteer versus clients

HOW TO INTERVIEW

Interviewing is a two way street; you are interviewing the volunteer and he is interviewing you. You interview him to collect data and his suitability to a job and he interviews you about the purpose of your agency and your need for his help. There must be reciprocity of give and take in the procedure. You experience interviews many times in your daily lives. Physicians interview their patients, lawyers—their clients, teachers—their students, credit personnel—their customers, parents—their teenagers, and in other activities of everyday life.

Interviewing should be a personal and private affair. Information shared by the interviewee with you should command your complete confidence. Your attitude will determine the quantity and quality of information he will be willing to share with you. Without this rapport, you cannot gain their confidence and desire to help your organization. If their confidentiality is shared with your bridge club, at neighborhood coffees, or over cocktails, it undoubtedly will reflect your poor judgment.

Mechanics necessary to conduct a successful interview are privacy, a clean, cheerful and comfortable space, desk, chairs, telephone, paper, pens, pencils, registration cards, appointment cards, agency brochures, job descriptions, agency guideline manuals and children's coloring or reading books to entertain the youngsters who may accompany their parents to the interview.

Adequate time in a quiet, uninterrupted place provides the most successful setting for your visit with your visitor. Review anything you may know about him before he arrives. Make every effort to *not* keep your volunteer applicant waiting. He may be new and inexperienced and needs the courtesy

of your promptness to help put him at ease. While you are taking their coats, introduce yourself and seat them comfortably. You may be able to offer them a cup of coffee and settle their offspring with a book. During this time you should be evaluating them—using all five senses to get an impression of their personality. They may be

- young, eager—or important
- older, wistful—or lonesome
- nervous—or relaxed
- leader—or a follower
- vital and healthy—or handicapped or frail

Problems of interviewing in which a person should frankly evaluate himself may be that he—

- has a personal bias—you may not like a person who chews gum, smokes, has long hair, beards, short skirts, interrupts, taps their fingers, wears slacks, or someone who is blond, wears blue sweaters, is a Democrat, etc.

- conducts all interviews in the same manner and pattern

Interviews should be changed for different persons, their ages and experience. A mechanical approach should not be made—each person deserves his own approach.

Personnel management advises that interviewers should become familiar with the following factors to assist in guiding their questioning and listening for information to be used in overall evalution—

- "Can Do Factors"—abilities, knowledge, and skills
  - Among these traits are mental alertness, health and physical condition and verbal expression

- "Will Do Factors"
  - Service motivation—the extent to which the volunteer shows the habits, motives, and drive to perform diligently
  - Stability
  - Perserverance
  - Self reliance
  - Ability to get along with others
  - Cooperativeness
  - Leadership
  - Acceptance of responsibility

- Emotional maturity (some have this at age 12 and some never acquire it)
- Attitude

After you have performed the introductions and put the volunteer at ease, express appreciation for his visit and interest in your program.

Explain the purpose of the interview—that your job is to match the volunteer's interest, experience, skills, hobbies, availability of time and mobility for the needs of the agency.

Have volunteer complete a registration card, giving you factual identifying information. It is advantageous to have him fill out the form, as this gives you time to evaluate and plan, and gives him an opportunity to ask questions which will clarify his ideas. Sample registration forms are found at the end of this chapter.

Start with a broad open question to get the volunteer to talk; questions that cannot be answered with yes or no, but usually start with what, why, where, who or how.
Examples of open questions are—

- Wrong—Do you like to work with children?
  Right—I see on the card that you are interested in working with children—how did you happen to put that down?
- Wrong—Did you read about our agency in the newspaper?
  Right—How did you happen to come in today?
- Wrong—Have you ever worked with children?
  Right—What kind of experience have you had that might help us?
- Wrong—Do you drive?
  Right—How do you feel about transporting the handicapped to the dental clinic?

Establish and maintain a favorable rapport. The volunteer's willingness to respond to your needs depends to a great extent upon the kind of relationship that exists between you. Qualities that should be initiated and maintained throughout the interview should be such that—

- the volunteer feels the interviewer is attentive and interested in him as a person

- the volunteer senses the interviewer is warm and friendly
- the volunteer feels he is accepted—for what he has to offer
- the volunteer understands that he is permitted to be himself without fear of criticism, accomplished by a permissive attitude on the interviewer's part

Encourage talk. Do not interrupt and give him your full attention. Show interest in what he says through eye contact, occasional nods, and by interjecting one or two words that show you wish him to continue, such as—

- "I see"
- "Is that so"
- "That could be"

Be a good listener and use listening responses. By listening you will learn he often has decided what he wants to do. In addition to the interjections mentioned, you may—

- pause as if waiting for him to continue
- echo or repeat the last few words he has said
- mirror or reflect back your understanding of what he has just said—
  "You feel that—"
- summarize what he has told you or add
  "What else?"
  "Is there anything else?"
- use introductory phrases, such as—
  "Is it possible that—"
  "How did you happen to—"
  "What was the reason for—"
- qualify your question—
  "Was it *fairly* difficult for you to understand—"
  "Would you say that—"
  "Did you like your old neighborhood *a bit more?*"
- choose neutral words—
  disagreed instead of fought
  employment terminated instead of fired
  dislike instead of hate
  unsatisfactory instead of bad
- use voice inflections that are not threatening or challenging when asking questions which might be controversial.

A B C's OF INTERVIEWING — *A*LWAYS *B*E *C*ON-CERNED:

ALWAYS be honest. Describe the job as it really is. So often we approach the volunteer with a distorted picture of what it means to be a volunteer. We tell them, "It won't take much of your time. You go work for about an hour a week and then you are finished until the next week." If you tell them this, you are doing the agency a disservice and you are doing the volunteer a disservice. Don't pressure the volunteer into serving beyond his time and ability limitations; allow him time to think over the job and you may wish to schedule another interview appointment.

Every volunteer is entitled to a job description which spells out the essential facts and duties about the work. (See sample job description at end of Chapter). He needs to know what the basic requirements are for the job, what he will be doing on the job, the hours required, and the amount of time the training sessions will require. It is a convenient instrument for discussion of the individual's interests and where his services may best be utilized corresponding to the needs for his help. If the volunteer is seduced by a false picture, you won't have him for long. He won't stay on the job if he expects one thing and then discovers the job is actually very different. IT IS ESSENTIAL to describe the job AS IT IS, with as many details as possible. You may have a harder time placing persons in certain jobs, but he will stay with the agency longer if he knows the truth. If there are unfavorable features, *tell* them. If he knows what to expect, he can plan accordingly. The job description will help you place the volunteer into the most suitable and meaningful job.

Job descriptions are a mirror of the agency's program. These separate responsibilities and supervision, so that there is no overlap in duties. Each person has his particular assignment and the line of reportability is outlined. A new volunteer coordinator can use job descriptions to understand how to supervise the volunteers and what to expect in their job performance, as they will clarify the organizational structure of the volunteer program.

BE BASIC—Everyday you give information to someone about something. You do this so often and take the simplicity of the act so for granted that you seldom consider the com-

plexities actually involved. It is only when you are on the receiving end of information that you realize that you really did not understand what was said. It is important that you understand the difference between the giving of information and the giving of advice. During an interview it is important to give information and to save the advice for their orientation.

Have the basics outlined in your mind as to why, what and how the volunteer can perform in the agency, and be certain you have not omitted any facts. From these basics, you can proceed to the techniques of telling your story and selling him on serving the agency.

CONCERNED interviewers view the volunteer as a person, not as an object. Nothing loses the volunteer's interest more quickly than sensing they are important only as a pair of hands to handle a few boring and tedious tasks. During the interview you should find the opportunity to explain the monetary value of their contribution to the agency—how many dollars they are saving in wages that may be applied instead to research, to service to clients, or to feed or clothe the underprivileged. Make it known that their service is necessary and important, no matter how menial the job may be—that someone has to do it to complete the whole job, and without their basic help, the rest of the program could not survive.

PLACEMENT

The decision of the placement ultimately is made by the director of the volunteers. If he is the interviewer, he may be steering the volunteer towards the right placement during the visit. The director should be aggressive in his decision and help the volunteer accept this decision.

- The decision may agree with the request of the volunteer
- The decision may differ from the request of the volunteer
- The decision may be to not use the volunteer

Usually the first decision is reached, with the volunteer accepting the logical job for him and placement becomes a reality. If the decision is different from what the volunteer had initially desired, harmony may prevail if the director can

offer the volunteer a different job in the agency, one more suitable to his abilities. The volunteer should be placed in the most meaningful job possible. Placing an outstanding person with specialized skills in a menial task is unforgivable. If your agency has no place to use his abilities, refer him to a volunteer bureau or recommend another agency. However, it may be that you are overlooking a possibility within your own organization to develop a volunteer job for him. Just because you have never used a volunteer writer before doesn't mean your brochures, form letters and manuals couldn't stand to be revised!

If the job requires extensive agency orientation and on-the-job training, and you can see the volunteer is not the person who has the persistency to stay with this, don't refer them to that particular job. You will be wasting the time of both the volunteer and the agency.

If agencies have policies of trial periods for volunteers, be sure to know this and interpret it to the volunteer. If he knows this ahead of time, there will be no hard feelings if the assignment is terminated.

Make every attempt to place a volunteer as soon as possible. Their enthusiasm cannot be maintained forever and you are losing many hours of well-motivated time if he is left dangling. This also does not improve your public relations image. If there are legitimate delays before starting the job, be certain to explain this to the volunteer.

If the decision is reached that the volunteer does not fit into the agency, we must consider the elements of his rejection. The difficult aspects will be because—

- a free gift of time and help has been offered
- this free gift is being rejected
- anxiety may develop within the volunteer, expressed by
  - hostility and anger at the director and thereby the agency
  - depression caused by feelings of inadequacy
  - relief, after realizing this was really not the placement he desired

These difficulties may be overcome by—

- courtesy

- being honest with him
- emphasizing the strengths in the volunteer
- discussing other ways the volunteer may help; i.e., if the job required a speech therapist for which he did not qualify and a neighbor had this training, baby-sitting for the neighbor who can provide this therapy may be as great a contribution to the program
- referring the volunteer to the central volunteer coordinating service where another more suitable placement may be found
- referring the volunteer to a social service agency for assistance in adjustment

When placement has been completed, the volunteer should be introduced to other staff with whom he will be working, and arrangements made for his orientation schedule.

TERMINATING THE INTERVIEW

Depending upon the attitude of the volunteer and the scope of the job, interview time may range from 20 to 40 minutes. Longer than 40 minutes is usually a waste of time for both individuals concerned.

Termination of the interview should be a joint decision between the interviewer and the applicant and should be concluded when the interviewer feels he has sufficient information about the suitability of the applicant and the volunteer is satisfied with the job description and the placement of service in the agency. The interviewer will again thank the person for his offering of help, find his wraps and remind him of the orientation date and his time commitment. Done well, the program has gained an interested, useful, and knowledgeable volunteer, which is what everyone wants!

EVALUATING THE INTERVIEW

In the American National Red Cross "Guidelines for Improving Skills in Interviewing," they say:

As a final evaluation of your interviewing skills, ask yourself—

- Did I listen or did I do most of the talking?

- Did I let the volunteer tell his whole story or did I interrupt?
- Was I in a hurry to take over and spread my wares?
- Did I really listen or was I trying to figure out my answer?
- Did I let my own prejudices or biases affect my decisions in this interview?
- Was I unduly influenced by an overall impression?
- Did I overgeneralize (if a person is timid in one situation, he will be in all situations)?
- Did I unconsciously put my own value system into the evaluation situation, assuming that only someone like myself can be successful?
- Did I overrate him because he talked a great deal or fluently?

THE ART OF CONSULTING

How to interview takes skill. How to consult also is a skill you should be willing to develop. If you are a volunteer interviewer for an agency or a Volunteer Bureau, you may be uncertain at times as to how to place a volunteer. It is no disgrace to excuse yourself to consult with the director for ideas and suggestions or to offer to find the answer and call him later. Knowing when to consult is an art. The lack of consulting leaves a void in the interview.

Learning to interview takes time, but be patient, study and learn. Interviewing and consultation are both arts worth learning and improving.

Kathleen Ormsby Larkin has written an excellent guide "For Volunteers Who Interview," which may be secured from the Welfare Council of Metropolitan Chicago, 123 West Madison Street, Chicago, Illinois 60602. She outlines the basic ingredients for a volunteer interviewer to use in conducting a purposeful interview and adds that "there is one more ingredient, the zest, the individual flavoring each successful interviewer adds—his own personality!"

To summarize, check the following steps—

1. Review information about applicant.
2. Be appreciative, friendly, prompt and courteous.
3. Establish communication to learn about the volunteer.

4. Complete registration card.
5. Inform applicant of volunteer opportunities.
6. Decide on placement.
7. Assign volunteer, or if at Volunteer Bureau, make appointments for him at agency of his choice.
8. For school volunteer, make appointment for chest X-ray.
9. Conclude with appreciation and reminder of next steps.

Increasingly, Court Probation Departments are employing local volunteers to supplement and amplify the work of paid staff. Since lack of staff time and money are most often the reasons for beginning court volunteer programs in the first place, it is unlikely that there is enough of these to do a time-consuming job of screening volunteers. Yet this is a highly desirable procedure, and most volunteer courts are concerned about it.

The Probation Service Institute of Boulder, Colorado offers an inexpensive, rapid rough-screen of applicants for volunteer service to the court, and for further information, you may contact them at Post Office Box 1467, Boulder, Colorado 80302.

A check list from the U.S. Civil Service Commission on employment interviewing provides many thoughtful ideas, as seen on the next page.

STATE OF CONNECTICUT
PERSONNEL DEPARTMENT
TRAINING DIVISION

BASIC SUPERVISORY MANAGEMENT

HOW THE EXPERIENCED INTERVIEWER CONDUCTS HIS INTERVIEWS

1. He has a plan.
2. He has adequate job knowledge.
3. He decides what job requirements he can or cannot determine by the interview.
4. He has adequate background information about the applicant.
5. He schedules interviews so that he has enough time.
6. He insures that interviews are held in private.
7. He puts the applicant at ease.
8. He listens attentively and shows evidence of being interested.
9. He adjusts the level of his language to the ability of the applicant.
10. He keeps control of the interview.
11. He is aware of his own prejudices and tries to avoid their influence on his judgments.
12. He gives personal appearance its proper weight, but no more.
13. He avoids any suggestion of discrimination.
14. He does not show off what he knows, but talks only enough to keep the interview on the right track.
15. He doesn't let the interview become mechanical and is on the alert for unexpected information.
16. He doesn't make too many notes during the interview.
17. He lets the applicant talk.
18. He avoids leading questions.
19. He develops job oriented questions and uses them informally.
20. He avoids trick questions.
21. He encourages questions about the work and working conditions.

22. He asks questions that require thoughtful answers.
23. He knows when and how to close the interview.
24. He watches for additional clues or information after the close of the interview.
25. He records the facts during the interview and impressions and judgments immediately after the interview.
26. He provides for a second interview where necessary and practicable.
27. He is careful and knows how to tell a person he is not suited for a position for which he is applying.

Adapted From: Employment Interviewing,
U. S. Civil Service Commission,
Washington 25, D.C.

GROUP PLACEMENT

A group cannot be interviewed. You can give information about your needs to a group but you cannot obtain enough information from them to place them. It must be the group's decision as to what they wish to do after they have been informed by the agency of opportunities to serve.

Ways to provide them information may be by—

- a representative of the group visiting the agency to inquire of their needs for volunteers
- a group tour of the facilities to see where their services may be used
- a visit to their meeting by a member of the speakers' bureau to tell them the agency's story and needs
- sending them a printed list of group jobs, clubs and organizations can do

After the group has received adequate information about the projects, they must poll their membership and then all members should abide by the majority's decision to support the project. A form may be provided by the agency or a Volunteer Bureau to assist them in arriving at their decision. A sample form is at the end of this chapter. Each member should complete the form and the results be tabulated to learn the final results. If there is a division of their interest and the time they can give, the group may wish to divide into smaller sections and each take a different volunteer assignment, or individual placements.

An interviewer may go to a group to interview those individuals desiring a volunteer assignment, or appointments may be made for those persons to come into the agency office.

Group placements in a volunteer bureau are more difficult to handle and require much time to get situated. Some of the problems are—

- clubs and organizations don't give you enough time to find a suitable job for them; they always need one tomorrow!
- groups aren't willing to tailor their plans to the needs of the agency; they may call with games and favors already made and a hall hired for a specific date to entertain children, ages 3 to 5, which is a very backward approach to finding someone to help
- clubs desire to combine their service project with a regular meeting, not realizing that agencies are conducting business and not all have club room facilities in which food can be served, meetings conducted and conversation carried on that will not bother office workers
- groups sometimes are more interested in completing a national quota for a certain number of volunteer hours than actually performing needed services; they want to get it over with all at one time, instead of spending time planning and organizing the members to function in a rotating service over a longer period of time

These problems are not true of all groups and historically many have performed outstanding services for their community, donating many dollars and hours of help to an agency. Convincing an agency to adopt a certain cause as a philanthropic project over a long period of time has been the lifeblood of many organizations.

It is the task of a volunteer bureau to motivate agencies to develop some challenging and interesting jobs that groups can do, in the agency setting, in the community, or at their meetings. Thousands of mailings received in your homes have been stuffed, addressed, stamped, sealed, sorted, bundled and tied by devoted club members. The bureau may establish a separate small committee to work only with group placements.

VOLUNTEER BUREAU INTERVIEWING

Interviewing conducted within an agency or by a volunteer bureau should be performed with the same basic techniques and criteria. A paid coordinator of volunteers or volunteer interviewers may be performing the interview in either setting. However, there is a difference in the placement procedure to be considered. In an agency setting, the agency is the host for the volunteer services, and the applicant may be accepted for *placement* at the time of the interview and arrangements made at the same time for assignment and orientation.

When the volunteer bureau recruits the applicant, a screening interview is performed and the applicant is *referred* to an agency for final interview and placement. So the volunteer bureau uses all the same principles we have discussed previously, but has the added responsibility of matching the applicants' desires and abilities to a wide range of opportunities in a multitude of settings. During the interview and through the registration card you will learn of any special agency preferences, and by all means these should be honored. Contact should be made with the agency to determine if they have an opening and an appointment may be made for a visit to the agency.

If their first choice is not available or suitable, more facts will have to be obtained and other agency's needs explored. If none of these appeal to the applicant, you can place him on the agency's waiting list and he can be notified when they have an opening for him.

Many more considerations must be made when interviewing an applicant who has a wide choice of volunteer opportunities. To make the referral more meaningful and suitable, together you should consider—

- job demand—there are just so many librarians or shop mechanics needed; many tutors are needed
- geography—if similar agencies have the same need, it may be better to place a less mobile person in the closer agency
- transportation — someone from a two-car family can travel much further to help others—and others may have to serve an agency convenient to their bus line

- personality—the volunteer bureau may be better able to match an applicant's personality to the personality of a volunteer coordinator in an agency, and this suitable matching makes everyone's job much more pleasant
- motivation—the reason for wanting to serve may facilitate a very logical placement; one woman who has recently lost a parent may wish to go to a nursing home and work with the elderly, but another woman may need a complete change of setting
- hobbies—the registration card may list cake decorating as a favorite hobby, and you've been looking for months for a cake decorator to teach teenagers in a neighborhood center
- skills—the registration card may indicate the applicant was born in Italy, and adult education has an Italian who is in basic education classes and needs help in learning English
- finances—a reimbursable expense allowance for the volunteer's lunch and transportation expenses may be necessary if he is to go far or stay through the day.

A complete and timely card file must be maintained by the volunteer bureau to inform the applicant of all the various jobs. Cards, size 5″ x 8″ should contain the following basic information, using both sides—

(Front)

AGENCY REQUEST FOR VOLUNTEERS

Date.....

Agency .....
Address..... Phone.....

Supervisor of Volunteers..... Title.....
Volunteer Job .....
Days Needed..... Hours Needed Between .....

Temporary..... Permanent.....
Number of Volunteers Needed..... Age Minimum ..... Sex.....
Parking Furnished..... Uniform Required..... Other.....
Special Qualifications:
Orientation Required..... How Long..... Other.....
Lunch Furnished..... Transportation Provided.....

(Back)

DATE	NAME OF VOLUNTEER	PHONE	INTERVIEWER	DATE PLACED	DATE TERMINATED

APPOINTMENT CARD

Name .....

Address ..... Phone .....

appointment with .....
interviewer

Agency ..... Phone .....

Address ..... City .....

Volunteer job .....

Date ..... Time .....

Assigned ..... Date .....

Comments .....

(Front)

Stamp
Here

Director
Volunteer Bureau
Street Address
City, State and Zip

(Back)

There is always an abundance of jobs from which the volunteer may choose, but not always is there a need for just the very job in the very agency that he wishes. If you cannot interest him in another placement, you will have to tell him that his name will be kept on file and he will be called when there is an opening.

A sheet should be completed on each applicant, indicating the date of the interview, the referrals made and the date of return of placement card from agency. It is recommended

that follow-up calls be made to the volunteer at specific intervals, such as—

- within two weeks if placement has not been made
- in one or two months to see if placement is satisfactory
- in six months and one year, checking if volunteer is still serving or wishes another placement

If possible, the original interviewer should make these follow-up calls, as continuity and his resource of information is important to maintain communication. On this same sheet should be allocated space for the interviewer to summarize a few notes about the applicant, which will be reminders later of details he or some other interviewer needs when making a follow-up. A code may be developed rating the applicant by—

- 1 Superior
- 2 Satisfactory
- 3 Unacceptable

These sheets may be kept in a loose leaf notebook for each interviewer, in alphabetical order, so if the director needs to know something about a volunteer, the information is readily available. Another advantage to each interviewer having an individual notebook is that the notebooks may be taken home to do evening and weekend follow-up. Many students and employees are not accessible during the weekday hours.

Registration cards may be filed in three ways—

- pending file, of those applicants awaiting assignment
- active file, of those applicants placed on a job
- inactive file, of persons who changed their mind about volunteering, or who are no longer performing the job

The recruitment committee should periodically review the inactive file, to see if names could be recontacted for other jobs. Seasonal job openings should be offered to the persons who held them the year before.

The Volunteer Bureau holds the community's interests and has the responsibility for wise and impartial interviews and placement among all of its member organizations. The impressions it imparts to the public through the public relations aspect of interviews can widen the horizons of voluntarism by and for all.

VOLUNTEER'S JOB DESCRIPTION

TYPE OF WORK:

PURPOSE OF THE JOB/AND OBJECTIVE:

PLACE OF WORK:

ADDRESS:

AREA WITHIN BUILDING:

DUTIES AND/OR RESPONSIBILITIES:

DURATION OF JOB:
(Minimum)

HOURS NEEDED:

VOLUNTEER QUALFICATIONS: (Education, Training, Experience, Age, Health, Talent, Mobility, Dress, etc.,—all when applicable)

ORIENTATION AND TRAINING REQUIRED:

RELATIONSHIP TO OTHERS:

AUTHORITY (or limits of authority)

OTHER:

VOLUNTEER REGISTRATION FORM

REGISTRATION FORM

NAME _____
last first spouse's first name

ADDRESS _____ Zip _____ Phone _____

Age _____ Marital Status S ____ M ____ W ____ D ____

No. of children _____ Ages _____

Occupation _____ Employer _____

Address _____ Phone _____

Education: Circle last year completed — Grade: 5-6-7-8-9-10-11-12

Major Subjects _____ College 1-2-3-4-Graduate

Special Training _____

_____

Activities, Organizations _____

_____

(Front)

Special Skills, Hobbies _____

_____

Languages _____ Car - Yes ____ No ____ Liability Ins. Yes ____ No ____

Volunteer Work Desired:

Youth _____	Handicapped _____	In office _____
Children _____	Indoors _____	In facility _____
Elderly _____	Outside _____	In your home _____

Time available:

Mon. ____ Tues. ____ Wed. ____ Thurs. ____ Fri. ____

Sat. ____ Sun. ____ Mornings ____ Aft. ____ Evenings ____

Heard about volunteer job from _____

_____

Date _____ Interviewer _____

(Back)

SCHOOL VOLUNTEER PROGRAM

REGISTRATION ADDRESS DATE .....
PHONE INTERVIEWER .....

Mr.
Mrs.
Miss .....
last name first name name of spouse

Address..... Zip..... Phone.....

Source of Referral.....

Person to be notified in emergency..... Phone.....

Age..... Physical limitations.....

Children: Name Age School Grade

.....

.....

.....

Your Education:
Circle Highest Grade 6-7-8-9-10-11-12 College 1-2-3-4 Graduate

WORK EXPERIENCE

Employer Address Years Position

.....

.....

VOLUNTEER EXPERIENCE

Organization Address Dates Kind of Service

.....

.....

Check subject area in which you are interested:

..... Arithmetic	..... Perceptual Skills	..... Tutor
..... Reading	..... Foreign Language	..... Clerical
..... Science	..... Junior Great Books	..... Poetry
..... Music	..... Program for Handicapped	..... Counselor
..... Art	..... Pre-school	..... Story Telling
..... Drama	..... Social Work	..... In Volunteer Office
..... Library	..... Health	..... Other

Check days and hours you can serve:

MON		TUE		WED		THURS		FRI	
AM	PM	AM	PM	AM	PM	AM	PM	AM	PM

Date of last TB test.....
Grade level in which you are interested
K 1 2 3 4 5 6 7 8 9 10 11 12 drop out

Special Skills or experiences for resource volunteer — trips, hobbies, vacations .....

.....

Do you wish to have an organization credited for your service? .....

.....
name

QUESTIONNAIRE FOR GROUPS REQUESTING VOLUNTEER PROJECT

WILL MEMBERS GO TO AN AGENCY?

Yes.....
No.....

Individually.....
As a Group.....

WHAT IS THE AREA OF INTEREST?

Work With Aged.....
Work With Handicapped.....
Other.....

Work With Children.....
Work With Mentally Ill.....

WHAT AMOUNT OF TIME CAN THEY GIVE?

Evenings.....
Week Days.....
Weekends.....

Weekly.....
Bi-monthly.....
Monthly.....

WHAT AMOUNT OF MONEY OR MATERIALS CAN YOU CONTRIBUTE?

Supplies For Gift Program.....
Refreshments.....
Educational Materials.....

Transportation.....
Decorations.....
Other.....

WHAT ARE LIMITATIONS? ARE THERE PLACES, AREAS IN CITY OR AGENCIES TO WHICH MEMBERS WILL NOT GO?

CAN MEMBERS DO TYPING IN THEIR HOME OR OFFICE?

CAN MATERIALS BE PICKED UP & DELIVERED BACK TO AGENCY?

CAN YOU TAKE ON RESPONSIBILITY OF COORDINATING A VOLUNTEER SERVICE?

(Front)

NAME OF ORGANIZATION .....

CONTACT CHAIRMAN .....

INQUIRY DATE .....INTERVIEW DATE.....

SIZE OF GROUP .....

INTERVIEWER OR SPEAKER .....

(Back)

CHAPTER VII

ORIENTATION OF VOLUNTEERS

	Page
ORIENTATION	132
JOB INDUCTION	135
IN-SERVICE TRAINING	135
EXTENT AND TIMING OF TRAINING	136
COMBINED TRAINING	137
WORKING WITH THE YOUNG	137
THE TRAINING CHALLENGE	138
SCHOOL VOLUNTEER ORIENTATION	139
CHILDREN LEARN WHAT THEY LIVE	141

CHAPTER VII

ORIENTATION OF VOLUNTEERS

There are no arbitrary rules you can establish regarding orientation of volunteers because of the great variety of agencies using volunteers in a multitude of ways. The volunteer planning a budget and the volunteer ringing a doorbell for funds to support that budget need different orientation from the volunteer who will be spending those funds providing therapy for the patients. There are certain guide posts which all organizations may offer. Basic though they may be, everyone needs to be reminded of the following fundamentals as presented by the Des Moines Volunteer Bureau to all whom they interview—

- ATTITUDE—Volunteers must take to their job an attitude of open-mindedness. You must be willing to be trained and welcome supervision. Accept the rules and don't criticize what you don't understand, for there may be a good reason.
- DEPENDABILITY—The dependability of a volunteer is essential if he is to be of real service to the agency. If you cannot be at the agency at an appointed time, it is the volunteer's responsibility to notify the proper person.
- COMMUNICATION—As a volunteer you not only serve the needs of an agency in an important way, but you also provide a vital link between the agency and the community as a friend—as a supporter and as an interpreter.
- RESPONSIBILITY—As a volunteer you are assuming certain responsibilities similar to that of a professional. You have agreed to serve without pay but with the same high standard as staff works. All confidential matters must be kept confidential.

These principles or code are no different from ones they should establish within their family relationship, their church and social association, and among their neighbors and friends.

Orientation differs from training in that it is the process of giving an intelligent understanding of the environment and

all components of the organization to which the volunteer has agreed to serve. The goal of orientation should be to develop productive volunteers who can work with other people in a cooperative, considerate and responsible way.

The components of orientation are simple and even obvious, but study indicates that everyone doesn't know the obvious. We too often take for granted that those things which we know so thoroughly are well known facts to all. But if we will remember our confusion when we first came to the organization, it will remind us that others need to learn what we already know.

Basic inclusions in the volunteer's orientation should be—

- a history of the agency
- the purpose and objectives of the organization and its role in the community
- the administrative structure, relating governing body to staff, to the public, to clients and to volunteers
- fund raising policies and funding procedures
- personnel policies relating to procedures and regulations that will pertain to the volunteers, such as insurance, safety, parking, coffee breaks, lunchroom facilities and office equipment they may be using
- rules and regulations pertaining to the volunteers and an interpretation of their duties, rights and role

Albert Einstein once remarked that the uniqueness of the individual was one of the few things he felt sure of. Not only is every man somewhat unlike every other, but he changes with time; he is not really the same man today that he was last year. It follows that we cannot run a successful orientation by means of canned, assembly line methods. The orientation may be varied to suit both the individuals and the role they are to play. A short tour of the facilities, an exploration of the volunteer manual and a discussion of the regulations may be handled in different manners. Films, role playing and pamphlets all are tools and techniques.

Too much information cannot be absorbed in one session. After the volunteer has become accustomed to some of the routines, the orientation may be reviewed and extended.

The volunteer's first interest is mainly in what kind of a job he will be doing and what the benefits of his help and time will be. Self-development of interest will result when he understands how and why he is furthering your work and benefiting someone else.

Other personnel should be asked to assist with the orientation. The executive, the board president, staff working with patients, other volunteers, and the clients who are receiving the volunteer's service all may perform an excellent job of orienting the new volunteer to all levels of agency program. Simple lessons of channels of authority will be evident if a panel of staff, volunteer and client each define their role. Discretion and loyalty can be built into their presentations, usually without any prompting.

The orientation should be short and provide a warm and welcome reception to the volunteer giving him a sense of belonging. Provide some incentive to make him eager to return to his first assignment.

In working with the disadvantaged, a special orientation may be recommended to help them communicate in an area in which they are unfamiliar. A human relations specialist should be asked to discuss the behavior of the disadvantaged and why they behave as they do. They should be taught to communicate on a one to one relationship and to deal with others as individuals; and not categorize them as a class of people. There are ways of shedding paternalistic and domineering attitudes and learning ways to let the people help themselves. A successful orientation may teach volunteers to approach the task with an open mind, to be sensitive and to sense frustrations. Volunteers should be told not to panic and be shocked when they first encounter hate and resentment; and they should be made to realize that clothes and automobiles reflect the establishment and they should associate with and learn to understand their neighbors across town. If the volunteer is not ready for this experience, it is better to share his time elsewhere.

JOB INDUCTION

The next step in the volunteer's orientation is to familiarize him with the job he has come to do. This may be accomplished by—

- introduction to staff member for his specific assignment
- introduction to other volunteers in the area or department
- informing him about his duties and how they will be done
- showing him where to put wraps and personal belongings, where supplies and coffee, lunch and rest rooms are
- defining persons from whom he may receive guidance, supervision and consultation
- providing uniform or insignia if they are requirements for the job

A thorough indoctrination in all these areas will give the volunteer confidence that he understands the functions and duties of his assignment.

IN-SERVICE TRAINING

Day to day, on-the-job training is continuous in-service training. It should be a constant strengthening process throughout his service experience, enabling the volunteer to grow and become more independent. As he grows in his experience, he may assist you with the supervision and in-service training of other volunteers, new to the job. He should be exposed to every part of the program.

The job description again has a role as we employ it in the on-the-job training. As he works on the job, you can observe how readily he is understanding the duties as outlined in the job description. He may have learned all the skill training quickly, but still needs more help in attitudes that you will wish him to absorb. His background, past experience, motivations and attitudes will all influence the amount of in-service training he will need.

Many organizations have nationally standardized orientation courses for their volunteers, but these need to be tailored to the local situation and facilities. Every camp will not have the same kind of trees and wild flowers along their nature

trails, and in-service training will be necessary to adapt to a camp in Arizona which will differ from a camp in Maine. First Aid in the water has different applications than First Aid needed while mountain climbing.

Within an agency, if a volunteer is promoted or changes assignments, he will need in-service training for his new duties. The basic orientation as to policies, history, etc. still apply, but patients' needs are different in the hospital burn ward than in the children's play room of a hospital. Supplies will be kept in different places and the patients will not have the appeal of children so volunteers will have to be carefully chosen who will not be repulsed by the patients' critical conditions.

When an agency changes its policies, the board of directors who vote for the change and the staff members who assist in preparing the change are aware of them, and directives of the change should be sent out to all staff levels and all volunteers. Many changes could directly affect the working conditions of the volunteer.

In addition to a supervisor providing training, "how to" manuals of different steps may be written and given to the volunteer to read and follow step by step in the process until he has been adequately trained. The written word may be more supportive than personal training, and a volunteer will feel more comfortable with an outline of essential information which he may consult than having to interrupt staff time. These training tools provide a convenient crutch for the volunteer in his learning period. They also are check lists for him to use for his job and for teaching new volunteers the same work.

EXTENT AND TIMING OF TRAINING

Whether orientation or training should be given first is about as indecisive as the chicken and the egg bit. If general orientation is not scheduled for another six weeks, and a qualified volunteer is ready to help, it may be more advantageous to put him to work and teach him the necessary skills based upon his ability. When he enrolls in the orientation class, it will be more meaningful to him and he will be able to ask more questions and understand the reason for policies and

organizational structure. But caution should be taken that he is not overlooked or allowed to skip the orientation.

The extent of orientation may be structured too rigidly or for too long a period. Often it may be arranged so that basic orientation may be changed to on-the-job training. This way the volunteer can be performing service at the same time he is learning and he will understand it better if he is actually working in the field.

COMBINED TRAINING

A new role of the Volunteer Bureau may be to provide training programs for several agencies at once. Workshops on problems common to one and all may be held for Volunteer Coordinators in the areas of public relations, speakers' bureaus, record keeping, evaluation techniques, etc. Forums of agency supervisors or volunteer coordinators have been formed in many cities, where coordinators establish their own organization, similar to an association of dental assistants or accountants. They select their own chairman and plan their programs to benefit all concerned. The Volunteer Bureau may be the convener of this group, providing technical assistance, service of meeting notices, printing minutes and arranging for meeting space.

Demonstrations on arts and crafts for all the summer recreation programs or tutoring techniques for all tutoring programs may be provided by the Volunteer Bureau for all agencies who have similar programs. This duplication of service in all the agencies in town consumes countless hours of staff time that could be eliminated.

WORKING WITH THE YOUNG

There is a difference in providing orientation for adults and for youth. Adults have more experience in their background to apply to their training, where young people learn more from routine. These young people should be viewed as persons rather than as problems and you need faith in their potentialities. Youth want to trust, but they can sense a phony faster than adults.

A volunteer job may be the first time a young person has been given the opportunity to assume responsibility and he will welcome it. It takes extra patience and energy to cope with their enthusiasm, but when you can channel it in the right direction, you really have something going for you.

As with adults, it is important to plan *with* a group of teenagers, and not *for* them. Their experiences in school and their youth groups may provide some new dimensions to the program.

Volunteering may be a career motivation for youth. Many young women and men have gone into a medically related field after working in a hospital setting as a volunteer and the shortage of therapists may be overcome if more young people work with the handicapped, both young and old.

Junior or youth boards are being organized as a supplement to many agency boards. The Red Cross has been a leader in the field of recruiting and organizing youth to perform marvelously well. Serving on youth boards gives them excellent training for their future role in the community and often they put their elders to shame at the amount of service they can perform.

When working with children, volunteers should tell them that they are worth something and that they are doing well. We need to find a quiet way to let each youngster know we like him and that he is important. Lack of this knowledge of his own worth limits this intellectual development and can cause excess hostility or over submissiveness.

THE TRAINING CHALLENGE

The ideal training function will have as its goal a plan to continually develop the skills, knowledge and attitudes of volunteers to perform their assigned tasks of serving others. You are training the whole man and not just a pair of hands. There must be pathos and understanding to make a good volunteer. Learning is a phenomenon that takes place within the individual and as a result of his efforts. Agencies must provide the means for learning to take place, every day and in every way.

The challenge is to instill into volunteers an attitude that they have to believe that it really makes a difference whether they do well or badly. They have to care. They have to believe that their efforts as individuals will mean something for the whole organization and will be recognized by the whole organization.

More Americans need the 3 D's in their hearts—

- Dedication
- Diligence
- Discipline—which will give depth in the shallow areas of their lives.

SCHOOL VOLUNTEER ORIENTATION

Specialized orientation and in-service training will be needed that is applicable to teaching volunteers how to work in public and private schools. Group therapy sessions among volunteers will create new enthusiasm and ideas for them to use in the classrooms. They need to share ideas and problems.

Professionals from the school system including principals, teachers, social workers, nurses, librarians, therapists, reading specialists—all can be called upon to give special in-service programs for volunteers that will help them in their school assignments.

Recommended topics, which are self-explanatory, for volunteers' training sessions may be—

- Helping Children Read
- Helping Children with Reading and Speech Problems
- Learning Problems—Their Sources
- Helping Children Learn
- Management, Discipline and Guidance
- Audio-Visual Aides
- The Art of Story Telling and Book Reviewing
- Service as a Library Aide
- Clerical Assistants
- Assisting in the Classroom
- Poetry Reading
- Tutor Orientation
- Objectives of the Language Arts Program
- Basic Principles of the Mathematics Program
- Effective Presentation in the Classroom

Dr. Eva Schindler-Rainman, Professional Consultant in Community Services and Consultant to the Los Angeles City School Volunteer Program, gives this advice about the volunteer and the teacher working successfully together—

"The only way human beings can work together is for them to have the opportunity to plan together. I am categorically against training programs; that is, training people in boxes. So, you can't really train volunteers to work with teachers unless you train teachers and volunteers together. I think we found that in Head Start, and I can ennumerate any number of programs where people were originally trained separately and were told: 'Now go out and work with teachers, nurses, community workers—whatever!' That doesn't work. There has to be, in the orientation and in the planning, a time set aside for teachers and volunteers to come to some agreement about how they are going to work together—which means, they get to know each other as human beings which means that the teacher will have time, and can say, 'Look, these are some of the kinds of things I would like to have you do. These are my tender areas—'. So that the volunteer can also express work preference and they understand each other's likes."

CHILDREN LEARN WHAT THEY LIVE

IF a child lives with criticism,
HE learns to condemn.
IF a child lives with hostility,
HE learns to fight.
IF a child lives with ridicule,
HE learns to be shy.
IF a child lives with shame,
HE learns to feel guilty.
IF a child lives with tolerance,
HE learns to be patient.
IF a child lives with encouragement,
HE learns confidence.
IF a child lives with praise,
HE learns to appreciate.
IF a child lives with fairness,
HE learns justice.
IF a child lives with security,
HE learns to have faith.
IF a child lives with approval,
HE learns to like himself.
IF a child lives with acceptance and friendship,
HE learns to find love in the world.

Dorothy Law Nolte

CHAPTER VIII

RETENTION OF VOLUNTEERS

	Page
SUPERVISION	144
PARTICIPATION AND ADVANCEMENT	150
RECOGNITION	151
SPECIAL AWARDS	153
PREPARATIONS FOR A SPECIAL AWARD CEREMONY	154

CHAPTER VIII

RETENTION OF VOLUNTEERS

SUPERVISION

It is not uncommon among supervisors in volunteer programs to view the results of their service in terms of charts, statistical reports and the counting of heads, without an adequate search of the real changes and improvements that occur in the volunteers and the clients. Capable supervisors instead will achieve the effective operation by increasing the knowledge, adding to skills, challenging performance and influencing the attitudes of volunteers. The relationship between the supervisor and the volunteer will influence the climate of the agency or institution and determine the motivation force to perform an outstanding job.

The point of greatest return is the relationship that exists between the volunteer coordinator or supervisor and the volunteers. In many instances, the coordinator and the supervisor will be one and the same, but in all cases, the coordinator is the personnel officer for volunteers. In smaller organizations or one-man staff operations, budgets make this condition necessary. In a Big-Brother program in an average size city, usually one social worker will be the total staff, plus some clerical help. He undoubtedly will have help in recruitment and promotion from the board of directors, but it is his social work skills that must be utilized in interviewing the boy's mother, the boy, the potential big brother and the resulting matching. Because of his professional know-how, he will be the person who will orient, provide in-service training and counsel the boys and their mothers, as well as the volunteers. In this situation, the director is the volunteer coordinator, the supervisor, the motivator and the one who provides on-going appraisals.

In a larger program such as YMCA or Boy's Club, many departments are involved with providing programs for boys of all ages in all kinds of activities. The program director may be the volunteer coordinator or have another person perform this duty. All departments within the organization for

swimming, table games, out-door sports, tutoring, boys' glee clubs, camping, etc., will have different staff persons in charge. These staff persons will be responsible to the program director, but also will have the responsibility of placing the volunteer on the job, giving him training and supervising daily activities. Attention must be given to make this supervisory relationship constructive and productive at all levels of supervision.

The tendency to put people into square boxes and wrap them all up with the same decorations and ribbon must be avoided. Not one of the persons offering his volunteer services to you will be just like the next person or the one before and your supervision will have to be adjusted accordingly. A personal relationship must develop and be maintained to provide good supervision and to have it received and accepted. Work should be not merely interesting but challenging, not merely prestigious but significant, not merely fun but adventuresome.

Because an agency has less control over volunteers than over paid staff, it must find ways to make supervision palatable. The volunteer may not see the need for supervision. He has been running his own life at home and on the job in a self-satisfactory manner, and he will be willing to take over and run your place too, without any help, thank you! Or on the other hand, he may have received so much supervision on his job or at home that he will rebel to an authoritarian situation on his job that he is performing free. You must make the job interesting enough that he will like it, derive satisfaction and not realize that you are skillfully supervising his performance. The satisfaction the volunteer receives is his "pay check" and it is your duty to provide that satisfaction. "One good deed, dying tongueless slaughters a thousand waiting upon that. Our praises are our wages."—Shakespeare

We supervise so that volunteers will perform and complete their assigned tasks with greater skills and accuracy, maintaining their enthusiasm and motivation. Certain jobs require much more supervision than others. Working with an emotionally disturbed child involves much greater supervision than tutoring a slow reader. The staff person must remain much closer in touch for consultative purposes in the first situation. Helping a man become a big brother to a fatherless

boy requires different skills and abilities than teaching a group of boys how to play softball.

Greater skills, patience and coordination are needed to supervise volunteers whom you may see every other Thursday afternoon for two hours than to supervise an employee who is in the office five days a week, eight hours a day. You may have to start all over again the first few times until the volunteer has been on the job long enough to master the schedule and duties. This is when a written guidebook or outline is valuable, for volunteers to consult for each step of the operation, and not become so discouraged when they have forgotten a procedure from one time to the next. Supervision should keep pace with the volunteers program and you should not expect "too much too soon."

Again we must talk about the job description. You can only supervise the volunteer in relation to what your and his understanding have been of the duties outlined in the job description. Many agencies ask the volunteer to sign the job description as he would a contract, indicating that he has understood all that is expected of him, his time and his abilities.

Volunteers must feel welcome to communicate with you, to express their opinions and make suggestions. Their suggestions may be excellent ones. The volunteer coordinator's door should always be open to them. They may report early just to have a cup of coffee and visit with you. If they are requested to do a job, rather than commanded to do something, they will respond much better to your supervision and the job will be done. It isn't what you give to a volunteer that is important, but what you draw out from him.

Few people really know how to listen to others who are worried or troubled. Volunteers will have problems in their associations with other volunteers and with patients or clients whom they are helping. Talking clears the air and you should listen to those who need to talk. "Be sure your brain is operating before you put your jaw in gear." You need to be trained in the skill of listening, understanding and eliciting cooperation.

Supervision can be performed in two authoritative ways. One depends upon power alone and the prestige that comes with being in a management capacity. The other comes from

respect, which must be proven and earned. Methods of leadership will determine the amount of respect the volunteers will give to their coordinator or director.

An effective supervisor leads, not drives. A boss drives—a leader helps. He encourages the volunteer to identify himself with the organization to work for its success.

You can build a sense of security in the volunteer in your organization if you—

- radiate confidence
- be honest and sincere
- be fair, impartial and generous
- show sympathetic understanding
- explain carefully what the volunteer's job is
- tell the volunteer not only *what* but also *why*

Build his ability and show your confidence in that ability.

The supervisor's proper function is to provide information, materials, and organization necessary for the job and then stay out of the way. Observe from afar and be available, but don't hover. To summarize, effective methods of building morale are to—

- Demonstrate beyond question your willingness to help the volunteer
- Treat volunteer like a human being
- Dignify position of volunteer; recognize that he is important
- Avoid partiality—don't "play favorites"
- Avoid an overbearing attitude
- Be honest—don't bluff—you can't get away with it for long;
  - it isn't what we say but what we do that counts
- Keep your promises; show a reason for it if you can't
- Give credit and recognition (again impartially)
- Suggest, but don't criticize
- Don't condemn inactivity; suggest a program for activity
- When you need to offer criticism, do it privately; make criticism sincere and constructive; when you are wrong, admit it freely
- Always be available to volunteer and staff—"open door policy"

- Say "We," not "I"
- Welcome suggestions; ask for advice and opinions
- Ask—don't tell
- Make them feel it is their organization
- Keep up the good cheer
- Don't act as though you think you are good; if you have ability and are "good," be humble about it—they will find out
- Be sure the office staff is HUMBLY glad to work with volunteers and that it shows in their behavior
- Always stand back of the volunteer and his work
- Don't kill with kindness; it can be carried to such extremes that it ceases to be appreciated
- Get the whole story when there are problems—don't jump to conclusions
- Don't use *words* when *deeds* are called for
- Don't show annoyance or a martyred air of extreme patience

From *The Role of the Volunteer in the 1960's* prepared by the Boston Volunteer Bureau, it is pointed out that supervisors should watch for the following negative effects of direct service from volunteers—

- the volunteer may not recognize situations which should be referred to professional staff
- the volunteer may try to help too much, keeping the client from growth
- the client may expect similar attention in subsequent relationships with the agency
- volunteers may react to "testing out" devices of client in negative way, reinforcing clients view of the world

This same publication also provides us with this statement on supervision—

Supervision is

selecting . . .	people . . .	tactfully . . .	in order to
interesting		fairly	cause them
teaching		patiently	to do their
correcting			assigned tasks
commending			skillfully
rewarding			accurately
harmonizing			intelligently
			enthusiastically
			completely

In the Case Work field supervision requires knowledge and skill at a professional level. Volunteers' assignments supplement contact of the caseworker responsible for the case. It is important that there is a clear understanding of the role of each. The volunteer may do research, public relations, fact finding, transportation, friendly visiting and other case-aide jobs. Thorough briefing and supervision are essential before and after the service performance. In group work activities, the volunteer must adhere to the definite standards of the program and carefully follow the methods of supervision of their work by the professional workers. Trained personnel always need to give direct supervision to all therapy and specialty aides.

Volunteers want their supervisors to—

- keep in closer touch with them
- provide better working conditions
- give them better training and supervision
- build up their morale
- treat them fairly and impartially

Developing leadership means practicing leadership. Good leadership doesn't just happen. What is leadership? It is the sum total of—

- personal example
- vocational competence
- effectiveness in human relations
- guidance in solving personal and emotional problems
- and MOTIVATION—*making men want to enough*

Th e who follow this kind of leadership achieve more than would be the case in the absence of leadership.

Exhibits at the end of this chapter provide a list of ways to establish positive relationships with people and The American National Red Cross statement of *A Bill of Rights for Volunteers . . . And A Code of Responsibility.*

Enthusiasm can be rekindled in volunteers. Water at 211 degrees is only hot water, but water at 212 degrees is steam, which can generate unlimited power and drive. People work for the feeling of accomplishment they get from a job well done—both the leader and those whom he leads.

PARTICIPATION AND ADVANCEMENT

Promotion of a volunteer within an agency relates to the merit plan of business and government. But the merit rating is of little practical benefit if the results are buried in the agency's records and volunteers are left to guess how they are measuring up. They must be told how they are doing and how they can do better. It is evident in most agencies that those volunteers who excel in their work will be the ones who are given more responsibility, who are asked to serve on committees and boards and who achieve promotions within the departments and organization. It is hoped that not only the extrovert will be the ones to receive these advancements. Often the unaffected, thorough, soft-spoken volunteer is the one who is really participating the most and who is providing more benefit to the clients. Their ideas and methods should be incorporated into the program and through this participatory exercise, their merits will be recognized.

The agency should ask itself some questions about the opportunities it is offering for volunteers' advancement. Does your organization offer the volunteer enough responsibility to grow on the job? Are they experiencing satisfaction with their participation in the job? If the volunteer has taken his job assignment and said—this is my cup of tea—you have an outstanding volunteer who will participate in every way and move to the top quickly. If the job he is currently doing is not stimulating and he is capable of doing much more, advance him as quickly as possible, before you lose him. If the volunteer has gone to the highest position in your organization, let them move on if they have done everything. They will be happier in another agency and can give them the benefit of their experiences and ability. Don't be concerned if they move on after they have reached the top—it is a tribute to you and your agency.

Allowing people to participate in managing their own work has been proven to eliminate monotony from tedious, routine jobs. The responsibility for production inherently is the province of the volunteers, not the supervisors. A volunteer who counts for something on his job, who is consulted rather than directed, is likely to become "ego involved" in his work. This positive approach is important. Procedure or a set of prac-

tices emphasizing motions and ignoring the spirit makes participation a fairly impotent ritual.

RECOGNITION

Appreciation is a sensitive awareness, according to Mr. Webster, an expression of admiration, approval or gratitude. Ego or self recognition is important to the volunteer. It is a sense of security or belonging—that someone cares. Ask yourself—

- why do people like to be praised in public?
- why do people like to have us take an interest in their children?
- why do people like to have us ask their opinions?

Ego recognition is the answer.

You should make recognition a habit and be generous in giving it, privately as well as publicly. Give recognition to the work done—not just to the man. It should not be a "one-time" thing. An annual award program is important to any volunteer program, but the day-to-day recognition by a smile or thank you from the staff is a must. If all the staff welcomes the volunteer with a pleasant word, a smile or wave of the hand across the room, and a similar thank you at the end of the job, the volunteer has a sense of gratification which is his fee for his free services. This same gratification will be given to the volunteers from clients and patients, but many patients do not have the disposition to express their thanks and the staff should make up for this lack.

On-the-job praise is another way to give encouragement to the volunteers. In *Community Groups and You* by Henry and Elizabeth Swift it says, "Volunteer workers in particular need the assurance and support from the whole organization . . . Even when everything seems to be running smoothly, there may be some members whose patience is tried and whose interest is lagging. They need an occasional pat on the back and an assurance of the club's appreciation for the quiet, conscientious jobs they are doing. Recognition and praise will also help to counteract feelings of insecurity and fear of failure among new members and workers. The modest violet who does nothing in the community except to give out orange

juice at the Bloodmobile may still like to see her name in the paper, and the hard-working but rarely seen accountant who volunteered to keep the books will continue to do so—and enjoy it—if he gets a few kind words at the Annual Meeting."

There is a public relations technique of recognition. When implemented with honesty and imagination, it can reach many persons with one promotion. "National Newspaper Boys Week," "Teacher Recognition Day" or "National Secretaries Week" honor and praise many dedicated persons at one time. This gives an added opportunity to thank someone who is helping you above and beyond their regular duties for which they have been employed. The same application may be made to all the hospital volunteers in the city or all tutors in all the agencies in town. A news article telling their story and the tremendous service they give individually and collectively to better the community is a recognition for them all.

Volunteers who serve as members of an organization need some recognition to initiate their interest and keep their interest. When they have accepted a nomination and been elected, they need to be welcomed, which is a form of recognition. A letter of greeting from the president or an article about them in the newsletter which may tell something about their background and personal interests will be well received.

A promotion within the organization should be recognized in public and in print whether it is in a newsletter or the public media.

Ways of giving recognition have been suggested by—

- personal praise of the volunteer on the job
- letters and postcards of thanks
- asking the advice of the volunteer—especially effective when advice is followed!
- identification — uniforms, pins, badges, etc., so that others may recognize them (this is a good recruitment gimmick too)
- recognition of a special contribution that a volunteer has made
- giving the volunteer a more complex assignment
- telling the committees and board about a volunteer's work
- newspaper publicity and pictures
- special event award meetings

- a letter with clipping enclosed from a board member expressing "Nice to read about you"

Reasons for giving recognition as reflected by volunteers may be—

- for interest shown by volunteer
- dependability, promptness, usefulness
- initiative on the job
- quality and continuance of service
- extraordinary service given
- complete fulfillment of a job

Recognition and promotion should be given to volunteers, using criteria of merit and seniority and not on ability.

The old adage—"'Tis better to give than to receive" applies to giving recognition, for the person who has the privilege of saying thanks or gives an award benefits from that good feeling of doing something for someone else.

SPECIAL AWARDS

Special awards may be made at annual meetings, at special recognition parties such as teas, luncheons and dinners. During National Hospital Week in the spring of the year, the thousands of hospital volunteers are honored by the grateful staff. The Volunteer Coordinator may recruit a new contingent of volunteers to help plan the party, with decorations, favors, special music, a speaker and refreshments. They have Certificates of Appreciation, Outstanding Service and Devotion to Duty for specified hours of service.

Other groups have a variety of awards, many of them available from their national organization with criteria developed for various services. Advantages of this plan are that everyone receives the same award for similar services and the cost is lower because they are produced in a large quantity. A die cut is an expensive part of a pin or plaque and if it is made at national headquarters for all divisions and chapters, the cost will be infinitesimal when prorated among everyone.

In some instances monetary awards are given. Savings bonds or scholarships are given to students who submit the best posters depicting why you should not smoke or how chil-

dren should cross the street. Annual cash awards are given by Lane Bryant, New York specialty store, for exceptional voluntary service.

Certificates of appreciation may be of varying sizes and composition. An appealing certificate for a Head Start program is exhibited at the end of this chapter.

A meaningful way of presenting certificates may be planned. It is better to go to a high school assembly to present an award to students before their peers than to have them come to your board meeting to receive it.

PREPARATIONS FOR A SPECIAL AWARD CEREMONY

A recognition committee may have been planning the special award function all year, or an ad hoc committee may be appointed. The planning should consider—

- naming the event with a descriptive title that has appeal and clearing
- choosing the date with other organizations; the Chamber of Commerce or library may keep a calendar of events
- developing the guest list
- designating the recipients of awards
- arranging for parking and transportation
- hospitality—name badges, greetings, signs, etc.
- tours when available
- decorations, refreshments and courtesies to guest speakers
- publicity, pre-event and post-event (see Chapter V)
- appreciation after event to all who planned and implemented function
- preparing report of all stages of function

We give recognition to volunteers for their sincere interest in rendering service, their willingness to accept standards of training, conduct and supervision, and their sense of responsibility and dependability, and for their personality traits of tact, patience, sympathetic understanding, kindness, warmth and a sense of humor.

"The most agreeable recompense which we can receive for things which we have done is to see them known, to have them applauded with praises which honor us."

Jean Baptiste Moliere
1622 - 1673

THE AMERICAN NATIONAL RED CROSS

A Bill of Rights for Volunteers . . . . And A Code of Responsibility*

I. Every Volunteer has:

I. The right to be treated as a co-worker
. . . not just free help
. . . not as a prima donna

II. The right to a suitable assignment
. . . with consideration for personal preference, temperament, life experience, education, and employment background

III. The right to know as much about the organization as possible
. . . its policies
. . . its people
. . . its programs

IV. The right to training for the job
. . . thoughtfully planned and effectively presented training

V. The right to continuing education on the job
. . . as a follow-up to initial training
. . . information about new developments
. . . training for greater responsibility

VI. The right to sound guidance and direction
. . . by someone who is experienced, well-informed, patient, and thoughtful
. . . and who has the time to invest in giving guidance

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VII. The right to a place to work
. . . an orderly, designated place
. . . conducive to work
. . . and worthy of the job to be done

VIII. The right to promotion and a variety of experience
. . . through advancement to assignments of more responsibility
. . . through transfer from one activity to another

IX. The right to be heard
. . . to have a part in planning
. . . to feel free to make suggestions
. . . to have respect shown for an honest opinion

X. The right to recognition
. . . in the form of promotion
. . . and awards
. . . through day-by-day expressions of appreciation
. . . and by being treated as a bona fide co-worker

II. Correspondingly, you, as a volunteer should:

Be sure.
Look into your heart and know that you really want to help other people.

Be convinced.
Don't offer your services unless you believe in the value of what you are doing.

Be loyal.
Offer suggestions, but don't "knock."

Accept the rules.
Don't criticize what you don't understand. There may be a good reason.

Speak up.
Ask about things you don't understand. Don't coddle your doubts and frustrations until they drive you away, or turn you into a problem worker.

Be willing to learn.
Training is essential to any jobs well done.

Keep on learning.

Know all you can about your organization and your job.

Welcome supervision.

You will do a better job and enjoy it more if you are doing what is expected of you.

Be dependable.

Your work is your bond. Do what you have agreed to do. Don't make promises you can't keep.

Be a team player.

Find a place for yourself on the team. The lone operator is pretty much out of place in today's complex community.

WORKING WITH PEOPLE

A two-way communication process is essential in the establishment of working relationships. Often, with the enabling (helping) process, non-verbal communication is equally as important as verbal communication. You will establish positive relationships with people when you show:

1. Respect for the dignity of the person.
2. Trust in the individual.
3. Attitudes of care and concern for people.
4. Readiness to share purpose of visit or conversation.
5. Good listening habits.
6. Good observing techniques.
7. Offers of requested information or help.
8. Requests for needed information or help.
9. Sharing information on a realistic and truthful basis about what can be done, as well as what cannot be done.
10. Assurance of confidentiality when this is possible.
11. Recognition of the strengths of a person.
12. Encouragement for use of those strengths.
13. Recognition of helplessness of a person or situation.
14. Offer of appropriate help when and wherever possible through the enabling process.
15. Permission of dependency.
16. Patience.

17. A sense of humor.
18. Ability to take criticism.
19. Ability to laugh at one's self.
20. Capacity for admission of mistakes.
21. Capacity for saying, "I don't know, but I'll try to find out."
22. Recognizing the feelings and attitudes that interfered.
23. Dependability (keeping one's promises).
24. Follow-up visits or telephone calls.
25. Greater concern for needs of person than for own needs in terms of time, convenience, etc.
26. Regard for people's physical and emotional well being.
27. Readiness to let people work out their own plans and do not impose yours.
28. Ability to offer alternatives.
29. Ability to let people set their own controls, not imposing yours.
30. Readiness to give praise whenever appropriate.

Source Unknown.

this certificate of appreciation

is awarded to _____
for volunteer service to your BLACK HAWK COUNTY

HEAD START PROGRAM

It is only through the active participation of devoted citizens like you that the program will grow and be able to help more children in the years ahead.

Russell Condee
President, Exceptional Persons, Inc.

W E Brown
Executive Director, Exceptional Persons, Inc.

Mrs. Gary E Nesbitt
Chairman, H.S. Policy Advisory Committee

Lynn Fuller
Director of Volunteer Services, Head Start

CHAPTER IX

RECORD KEEPING

	Page
CONSOLIDATION OF RECORDS	164
CATEGORIES OF RECORDS	165
RECORDS FOR VOLUNTEER BUREAU	167

CHAPTER IX

RECORD KEEPING

Records are to the volunteer service what food is to the body. They provide the necessary nourishment to keep the program sustained and growing. Record keeping is the revelation of the performance of the volunteer program, indicating that degree of success being accomplished.

Facts, not fables, provide the statistics to evaluate. But facts must have some foundation. *Records* are the foundation for facts, which provide us with the foundation of *knowledge.* Volunteer coordinators and their boards and committees must arm themselves with information based on facts to operate all segments of the program.

Record keeping should be developed so that it is detailed enough for adequate control of volunteer activities, but not to the point where files are cluttered with miscellaneous information that is cumbersome and irrelevant. There are ways to avoid the complexities that many persons and agencies find themselves in. Often more time is spent counting and recording statistics than in finding the volunteers and putting them to work. Common record keeping faults determined by many studies have found—

- elaborate and incomprehensible statistics of no value to the current operation
- outdated and useless card files of information not pertinent to service
- duplicate forms and records
- unnecessary information requested
- records scattered among too many staff persons and committee members

All of these faults may be corrected by—

- an annual housecleaning session, eliminating the unnecessary
- evaluation of registration and request cards to determine if only pertinent questions are asked

- request that all files be kept in the office, with committee members using them in the office
- general streamlining of procedures

Many coordinators may not be aware of the defects of their present record system. Some personnel dislike records and paper shuffling but relying on the coordinator's memory will not substantiate the facts. Facts must not be invented—invention may be to deceive. Accuracy depends on facts and forms which should be designed for the purpose of keeping the right kind of records. An ad hoc committee of specialists may be needed to revise the system, to update the cards and to develop a system of recording information gathered. Systems and procedure analysts could establish a good pattern to set you on the right road, and then it is the coordinator's responsibility to understand the system and keep it operating.

Record keeping provides a continuity of the program. The following information should be registered for the use of all steps of the organization and implementation—

- characteristics of the volunteer
  - age
  - sex
  - mobility
  - proficiency
  - ability
  - knowledge
  - behavior pattern
- characteristics of the agency
  - interest
  - need
  - facilities
  - supervision
  - scope and depth of program

Interpretation of these records, when tabulated can point out the kind of volunteer you need to recruit. If you have statistics at the end of a summer program that more sixteen year old boys spent longer hours and more days improving a day camp for retarded children, it would be logical the next spring to direct your recruitment toward sixteen year old boys. The records point out that husky young men, old enough to be mobile because they have recently obtained their driver's

license, enjoy being outside and helping the handicapped. It should also indicate that the agency's program satisfied these boys with their client's need for help, improved facilities and that good supervision was given to maintain their interest.

Volunteers like to have themselves identified in a record. It is satisfying to them to know that they have contributed "x" amount of service hours and produced "y" number of materials for your program. Volunteers should help devise and evaluate the forms used in records and assist in the keeping of records. Their viewpoint will offer a fresh approach and maintain their interest when they see other volunteers' performances, whether good or poor.

Follow-up work on the reasons you lose the volunteer may be done on a frank basis from the records. There is no way to camouflage statistics and if your agency has a high attrition rate, a thorough analysis should be made of all operations. Check lists you have made for yourselves to evaluate procedures of interviewing, placement, orientation, supervision, etc. should be brought forward and scrutinized to find your weaknesses.

CONSOLIDATION OF RECORDS

Records and reports may originate in many departments, but they should routinely be compiled and forwarded to the central office for evaluation by the Volunteer Coordinator, other staff, the board and committees. Each committee should have a regular report of this feed-back. The publicity committee can function better if they know from what source the greatest number of recruits are learning about the program. Interviewers can judge the success of their performance by the rate of attrition, but this fault should also be placed on the quality of supervision by the agency. The speakers' bureau and recruitment committee will measure the effectiveness of their efforts by the response from whatever publics they have (or have not) been reaching.

In a school volunteer program, each school will have different accounts of—

- number of volunteers used
- characteristics of volunteers

- areas of service performed
- number of hours of service (total and average per volunteer)
- how many students were helped
- quality of help given
- result of students' performance after help from volunteer
- parents' response to volunteer

This paper work and reports should be well planned so that they will contribute this information in the most concise, usable form to help both the coordinator of the school volunteer program and the school personnel who must be responsible for these reports. It is our purpose to relieve them of duties rather than burden them with time-consuming details, but after volunteers have been thoroughly oriented to keeping these records, very little supervisory time will be necessary.

Progress reports should be made at definite periods so they may be consolidated and total records compiled for board and committee reports. Progress and review discussions provide the opportunity to advance the program.

CATEGORIES OF RECORDS

In agencies, *volunteer personnel* records should be kept for purpose of job classification, promotion, demotion or firing (see Chapter VIII), and recognition. A typical file card on á volunteer in an agency after assignment may give the following information:

VOLUNTEER ASSIGNMENT

NAME Sally Smith

ADDRESS 1234 Grand Avenue PHONE 243-5432

ASSIGNMENT:

DEPARTMENT Library

DUTY Catalog books

DAY Thursday HOURS 9:00 to 11:30 A.M.

LOCATION Washington High School, Tenth and Ash Streets

RESPONSIBLE TO Mary Jones, Librarian

ORIENTATION COMPLETE: 2/15/69

IN SERVICE TRAINING 4/69-9/69-11/69

Also *program* files should be maintained, cataloging the different volunteer jobs within the agency, the skill requirement needed, hours of duty and number of volunteers needed each hour. If you refer to the areas of volunteer service in Chapter II, for illustration we use all of the different needs in a hospital and they may be set up in categorical service areas. Using the example of the gift shop operation, the following card reads—

DEPARTMENT—	GIFT SHOP
LOCATION—	First floor off main lobby
HOURS—	2:00 to 4:00 P.M. - 6:30 to 8:00 P.M.
DAYS—	Monday x Tuesday x Friday x Wednesday x Saturday x Thursday x Sunday x
VOLUNTEERS NEEDED—	2 each period, each day
DUTIES—	Sales, operate cash register, replenish supplies, dust and arrange merchandise
RESPONSIBLE TO—	Chairman, Gift Shop Committee
UNIFORM—	Smock Furnished
ORIENTATION—	2 hours before starting
IN-SERVICE—	½ hour monthly

(Front)

ASSIGNED

MONDAY	2:00-4:00 P.M.	1. Mary Smith	2. Susan Jones
	6:30-8:00 P.M.	1. Jane Brown	2. Tom Brown
TUESDAY	2:00-4:00 P.M.	1. etc.	2. etc.
	6:30-8:00 P.M.	1.	2.
WEDNESDAY	2:00-4:00 P.M.	1.	2.
	6:30-8:00 P.M.	1.	2.
THURSDAY	2:00-4:00 P.M.	1.	2.
	6:30-8:00 P.M.	1.	2.
FRIDAY	2:00-4:00 P.M.	1.	2.
	6:30-8:00 P.M.	1.	2.
SATURDAY	2:00-4:00 P.M.	1.	2.
	6:30-8:00 P.M.	1.	2.
SUNDAY	2:00-4:00 P.M.	1.	2.
	6:30-8:00 P.M.	1.	2.

SUBSTITUTES: Joan Green, 298-5432 — Sally Peters, 243-9876

(Back)

Similar cards may be made for other Gift Shop duties, such as—

Duty—take inventory and prepare purchase order
Time—two hours one day per week

Or for another job assignment, it may be—

Department—Pharmacy Laboratory
Duty—Clean laboratory equipment
Time—3:00 to 5:00 P.M. Tuesday and Friday

Budget and expense files are the third kind of records necessary. The complexity of these will depend on the program. In a hospital where there are many items to be purchased, such as gifts for the gift shop, food for the snack shop, smocks, insignia, materials for a fund raising drive and all the other numerous items and details, complete records are important of each business transaction, so that profit and loss may be computed for each operation. Each committee chairman should be well oriented as to how much is budgeted for that department and a monthly report should be available. Control of funding and approval of expenditures should be well defined, keeping each line item within its budgeted amount. Receipts for expenses should be attached to all bills for a correct justification of orders and purchases.

RECORDS FOR VOLUNTEER BUREAU

The majority of the records pertinent for agency functions will apply to operations of the Volunteer Bureau. Different forms will be used, as seen in Chapter VI, as the Bureau's records must reflect the referrals to other agencies, rather than the direct placement within the agency. If the Bureau is successful in recruiting and placing most of the volunteers in the community, their most important records will be in the areas of publicity, recruitment, referrals and follow-up, and not as concerned with the job placement, specific orientation and training, recognition and promotion within the agency. It is desirable to devise forms that will record the *quality* of the volunteer service, and not just the *quantity* of volunteers recruited. A nurse who manages a complete health service and makes possible total immunization for the children of a day care center is providing far-reaching effects. This is a

true quality service, reaching into homes where mothers are learning better health care for their children and peers of the pre-school children have healthier, happier lives also as a result.

A Volunteer Bureau is serving the whole community and records should relate the availability of specialty persons who provide on-call service as needed. The initial survey conducted by the Bureau before it began its operation reflected the need for volunteers and the number serving. This chronicle was only valuable at that time and a new accounting should be made periodically.

CHAPTER X

BUDGETS AND FINANCING

	Page
BUDGETS	170
FINANCING	174

CHAPTER X

BUDGETS AND FINANCING

In an agency, the budget should allow for the expenses involved with operating a volunteer program. The service is not free, but a successfully run volunteer program will more than pay for itself if it is well operated. Returns to the agency may come through—

- better service to the clients or patients; often a volunteer can reach a troubled client and obtain a response from them that a paid worker can never achieve
- more service to the clients or patients; staff in hospitals, clinics, social service agencies and other service agencies cannot possibly provide all the hours of services needed
- good public relations; the volunteer is the link between the clients and the community to tell your story and interpret a poor or a good program to those who may be controlling the agency or to the public who supports the agency
- fund raising efforts of the volunteers, who can be responsible for securing all the funds to be budgeted
- volunteer speakers, who interpret the service and can influence the voting tax payers or the contributors to support the organization
- professional volunteers, whose services usually could not be budgeted
- administrative volunteers, who advise and function as keeper of the funds and who provide free services in operating the agency's business
- volunteers who donate funds and equipment to operate the program

The staff, the budget committee and the board need to be far-sighted to budget for personnel, space, equipment and general office expenses to provide the leadership and supervision that volunteers expect and need.

Many items needed for materials, meetings, and equipment may be donated, but this may short regular donations when fund raising time comes, so this should be considered. On the

other hand, many businesses can donate more to an organization through giving materials than funds. They can take the retail value of an item as an income tax deduction while donating it at cost. There is not this leeway in cash donations.

The services of a volunteer coordinator may also be donated, but the hours involved usually warrant paying a person for half or full-time employment, unless you find a very unusual full-time volunteer. And they do exist!

A minimum budget should allow for personnel and fringe benefits, travel expenses, program and general office expenses. A tentative budget might be planned as follows:

I. PERSONNEL

	Half time		Full time	
Director	$3,000		$ 7,000	
Secretary	1,500		3,000	
Employee benefits (average—10% of salaries)	450		1,000	
Total	4,950	or	11,000	$11,000

II. TRAVEL

Local—mileage at 8¢ to 10¢ per mile		
Meals allowed when representing agency	150	
Conferences	200	
		350

III. PROGRAM

Brochures, bookmarks and promotion materials	100	
Record and operating cards and forms	100	
Newsletter, Annual report, etc.	50	
Resource books and materials	25	
Annual meeting and recognition	25	
		300

IV. GENERAL OFFICE EXPENSES

Rent	600	
Telephone	200	
Utilities	150	
Maintenance	50	
Postage	300	
Office supplies (stationery, envelopes, paper clips, rubber bands, calendars, pens, pencils, carbon, dittos, mats, note books, paper, card files, dividers, folders, etc.)	200	
		1,500

Item III, PROGRAM includes materials to communicate your story—publicity materials, office forms and reports. In addition, there are excellent resource books available for the use of staff and volunteer committeemen, and some budget should be allowed for the purchase of these. Annual meeting expenses may include invitations, programs, annual reports, decorations and centerpieces. Recognition may coincide with the annual meeting or be another event during the year, but some tangible awards are usually desirable to give the volunteers and honored recipients. The budget will determine how elaborate the certificates, pins, tie tacs, plaques, etc. may be, or if corsages or bouquets are to be presented. Elaborate awards are really not necessary, and devoted volunteers will realize that there are more important uses for the agency's money, such as providing service to the clients.

Item IV, GENERAL OFFICE EXPENSE applies to the operation of the organization. Rent, telephone, utilities and maintenance were itemized in the sample budget as minimum costs, and these may be donated by the fostering agency as a part of the over-all operation. Maintenance may be done by staff, but janitorial duties are not the most pleasant when wearing office clothes, and funds are needed to at least have waste hauled away. The telephone amount budgeted does not include long distance calls nor the cost of installation, which is considerable if extensions, hold buttons, lights and push buttons are used. If volunteers interview, it is important for them to have a separate phone.

The amount of mailings, promotional material, meeting notices and minutes sent will govern the postage item, and vice versa. A limited postage budget can restrict your program. An anticipated increase in postal rates should be allowed in planning future budgets, and an expectation that this line item in the present budget may be exceeded.

All items of office supplies should be considered in the initial budget, and then in following years, estimates may be made from the first year's usage and the increase to be expected in materials as the program expands. All supplies may not be depleted the first year, but inventories should be made and kept up-to-date to anticipate the movement of supplies. The original supply of dividers, folders, card files, etc. may suffice for a few years.

V. OFFICE EQUIPMENT

2 desks	
3 to 4 chairs (or more)	
Typewriter(s)	
File cabinet	
Book case	
Waste baskets	
Bulletin boards	
File baskets	
Insurance on equipment and materials	$2,000
Typewriter service contract	
TOTAL	$15,150

Considerations may be made about all sections of this budget. Under Item I, PERSONNEL, the funds available may allow no more salary than for half-time personnel. If so, a director and the secretary may wish to schedule their time so the office is staffed more hours of the day, although some shared time for communication and planning should be allowed. For a lesser salary, the secretary should not be expected to assume the same responsibility as the director, when she is in the office alone. The suggested salary scale is fairly low, unless the agency program is very small; and higher salaries may have to be paid to attract the right personnel. Allowance for increment in salaries should be planned for each year, and a corresponding sum in the ten percent cost of employee benefits. The fringe benefits allowed employees should include hospitalization insurance, the employer's share of social security (5.2% of all salaries paid), and retirement benefits, particularly if this is included in the personnel policies for all staff. If the volunteer program is operated independently, liability insurance should be investigated to cover employees, volunteers and clients on the premises.

Item II, TRAVEL may be as flexible as the budget will allow. It is important and considerate to allow mileage for the director, whose mobility may be an important part of the job. Attending meetings where the volunteer service should be represented is good public relations, but the cost of meals in most hotels and public meeting places is increasing constantly, and this should not have to be an out-of-pocket expense for the director. To increase the director's competence, attendance at meetings and conferences is important and a minimum of one conference a year should be allowed in a budget.

Item V, OFFICE EQUIPMENT may be one of the most costly or the least, depending upon the situation. Your parent organization may have all of this equipment available for you, and may also provide the insurance coverage. If you are not so fortunate, you may secure donations of equipment, buy used furniture, or purchase all price ranges of new furniture, from utilitarian to very fancy.

FINANCING

Resources for financing may come easily or it may take great effort to find adequate funds. The success of outstanding volunteer programs in the community motivates other organizations to plan and budget for one. The expenditures involving staff time to plan and implement a volunteer program costs money, whether staff is being loaned from another service, or if new staff is employed. Agencies should be urged to provide enough finances to operate a good service and should obtain a commitment from boards that future funding will be available. No programs should be *started* that cannot be *continued.*

Initial plans should establish criteria for using volunteers by surveying the—

- benefit to the public and clients
- benefit to the organization
- benefit to the volunteer

The best justification for funds to support a volunteer program should be evident in the benefit to the public and clients —benefits that would not have been possible without volunteer services. When you can document the improvement in patients' services, increased knowledge among the public of prevention of diseases, or a faster rate of learning among children whom have been tutored, you can prove the importance of an investment in the volunteer program. These are the facts you must document and take to the budget committee or board to request a volunteer program budget be allowed.

At the Western Area Conference of the Association of Volunteer Bureaus of America in March, 1968 at Excelsior Springs, Missouri, results of a workshop session outlined the

following justification for funds for establishing a volunteer bureau:

1. That a Volunteer Bureau established an opportunity for the development of new careers by involving volunteers in work where they can explore their interest and ability.
2. That the Volunteer Bureau saves agencies money by providing them with volunteer workers rather than the need to enlarge staff.
3. That the Volunteer Bureau assists agencies in the development and co-ordination of programs so that they might be more effective.
4. That the Volunteer Bureau assists in public relations work thereby saving the agencies money in the expenditures of public relations funds and advertising funds.
5. That the Volunteer Bureau assists agencies as well as enumberable civic organizations and projects in fund raising, thereby saving the community money.
6. That the Volunteer Bureau assists in certain special projects throughout the year, such as Christmas Bureaus, saving funding of staff.
7. The Volunteer Bureau initiates new thoughts and programs throughout the community and provides services that have never before been provided on a voluntary basis. Example: Day Care Centers that are run completely by volunteers in churches.
8. That the Volunteer Bureau involves citizens in the community who otherwise would not be involved, and thereby these citizens devote not only time but money in certain agencies and projects.
9. That Volunteer Bureaus salvage the unsalvagable, by finding work for those who are apathetic or who have never before become involved in community work, thereby removing a certain negative aspect of the community.

These facts should convince the branch of the United Community Funds and Councils in your community that these advantages to the citizens of the community and to their member agencies and other agencies in the community war-

rant a portion of their budget. In addition, when they provide sponsorship, many of the expenses do not have to be duplicated, as they can provide the housing, telephone answering, printing, and many other benefits.

Many new resources of funding are available today than have ever been before. Governmental programs are funding volunteer programs in welfare, education and health departments, and Vista workers are being assigned to communities to coordinate volunteer services. Poverty programs have made tremendous strides in initiating and implementing coordinated services, organized and operated by volunteers from within and outside of the poverty areas.

CHAPTER XI

EVALUATION OF PROGRAM

	Page
METHODS	178
EFFECTIVENESS	182
EVALUATION CHECKLIST	182
ACCOMPLISHMENT AND RESULTS	189

CHAPTER XI

EVALUATION OF PROGRAM

Evaluation or appraisal is a systematic procedure, according to a plan and supported by information. Personal judgment or bias should not be allowed to influence values. Performance as compared against the established program, determining areas of weakness and strengths should be constantly evaluated. From the initiation of the program, check lists should be built into each area of concern, and as the program continues, spot checks need to be made. This timing allows for an opportunity to make changes to improve the service, rather than waiting until the program is concluded and there is no use for evaluation.

Observations and supplementary information over a period of time long enough to show results should be considered.

METHODS

Basically there are two ways to evaluate and many variations of these two ways—

- statistics compiled from records, and
- by means of a survey, which may be taken
  - door to door
  - by telephone
  - by mail questionnaire
  - spot check of membership
  - through an ad hoc committee

A material check list survey may be sent to volunteers who are working in a new vest-pocket park during the summer months. Do they have toys, games, fencing, balls and bats, picnic tables, coloring books, crayons, trash cans, and other equipment? This is an evaluation of materials necessary for a recreation program.

There are different ways of asking the same questions in the questionnaire. If we use an example of promptness of

volunteers for the opening of the thrift shop in the settlement house, we may ask—

1. Were volunteers on time for work? Circle one—
   never seldom usually always
2. Were volunteers on time for work? Circle degree of promptness:
   never 1 2 3 4 5 always
3. I feel that volunteers could have been encouraged to be prompt by.....
4. Was promptness of volunteers reporting for work an asset to the success of the program? Yes..... No.....
   Comments—

For purposes of rating, those surveyed should be given some definitions of levels of performance they are being asked to use. A criteria such as the following may be presented to them—

Poor—Definitely below the requirements presented

Fair—An average performance, or meets minimum requirements

Good—All requirements were completed in a satisfactory manner

Excellent—All requirements were completed in a satisfactory manner and many of them were accomplished by a superior and sustained performance

Outstanding—All requirements were completed in a superior manner

An impartial interview is another technique for evaluation. If you are conducting a six week institute and wish to know if it is successful and to what degree, you may find an unrelated, impartial person who will question the participants about their judgment of the class presentations. The participants will air their views more readily to a stranger.

The supervisor of volunteers may apply a rating sheet to determine if the volunteers understand how to use the skills they have been taught in their orientation and in-service training. A sample questionnaire may be developed similar

to this one if you are evaluating the ability to operate and use media equipment in a school volunteer program—

VOLUNTEER.....SCHOOL.....

	CAN ALREADY OPERATE	SATISFACTORILY DEMONSTR'D SKILL
1. Opaque projector		
2. Overhead projector		
3. Filmstrip and slide projector		
4. Eight millimeter motion picture projector		
5. Sixteen millimeter motion picture projector		
6. Thirty-five millimeter slide projector		
7. Tape recorder		
8. Record player		
9. Language master		
10. Video tape recorder		
11. Teaching machines		
12. Reading machines		

In a fund raising campaign, different values must be examined to appraise the results. The inventory may ask the following questions—

- have you met your monetary goals?
- have lines of communication between all levels of the fund raising organization been maintained as well as they should have?
- does everyone reporting know what they really are supposed to be accomplishing?
- have they in turn reported this knowledge down the line?
- does each door-to-door collector know the purpose of their call?

Along the way you should ask three basic questions—

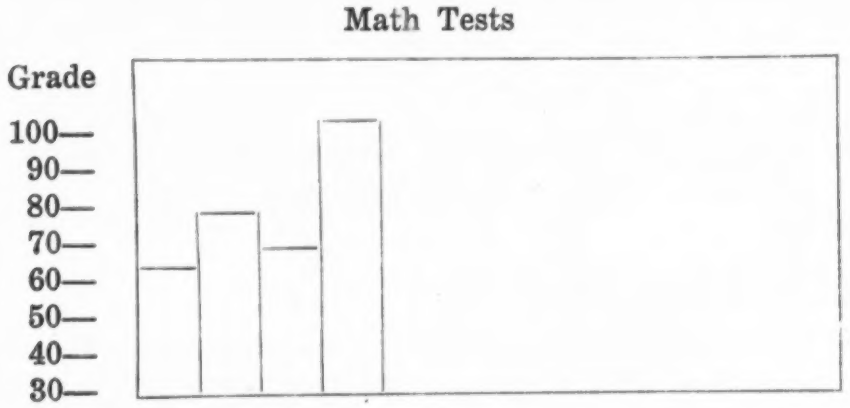
1. What should the volunteer have done?
2. Did he do it?
3. If not—why not?

The first question will be answered by your job description, which sets up performance yardsticks agreed upon by the

volunteer coordinator and the volunteer, or the volunteer recruiter and the volunteer. Just as in a business where an employer and employee evaluate job performance, the volunteer should have the opportunity to discuss three questions with his on-the-job supervisor. Correcting, commending and rewarding are all evaluative words. You should not be apprehensive about evaluating volunteers; it needs to be done on the job, with the volunteer. They will voice their own evaluation and tell you where they need more supervision.

A sincere volunteer will be anxious to reach his performance goals as outlined in the beginning, and needs some guidance if he strays unknowingly.

A student who is receiving tutoring help from you may be given a progress chart or graph to evaluate his progress in school. This gives him and you an understandable picture of what is happening to his learning.



Or you might have him chart his daily schedule of time at home, to keep records of what he does in after-school hours. Analyzing these over a period of time may reflect an improvement if his study hours have been utilized.

Daily Schedule			M	T	W	Th	F
	3:00	arrive home					
	3:00 - 3:30	play					
	3:30 - 5:30	study					
	5:30 - 6:30	dinner					
	6:30 - 9:00	study					
	9:00 - 10:00	television					
	10:00	bedtime					

EFFECTIVENESS

The ability to direct work effectively involves the system of —plan—do—check. This is a challenging directive for a volunteer coordinator, who has many persons reporting to him, and coordination of relationships is a number one skill requirement. Good coordination will occur when the activities of the volunteers mesh smoothly with a minimum of delays, confusion and disappointments to the clients.

The effectiveness of any volunteer program is like holding a mirror to reflect the benefits to the community from your service. Progress or regression will be reflected from the analysis you and your organization make.

The Volunteer Bureau of Boston, Massachusetts provides effective evaluation checklist for a volunteer coordinator in their publication "Let's Measure Up!". Answer the following questions, and then begin with your weakest areas to build and reinforce the program.

EVALUATION CHECKLIST FOR VOLUNTEER COORDINATOR

ACCEPTANCE BY STAFF

- Does the volunteer program in your agency have the complete support and approval of the administration?
- Does the entire staff understand why volunteers are being used in the agency?
- Are all staff members familiar with the ways in which volunteers are being used and in what areas they will be working?
- Is staff prepared as to what to expect of volunteers? Volunteer commitment is sometimes *not* clear?
- Do staff members realize what volunteers expect of them?
- Are staff responsibilities in regard to the volunteer program taken into consideration?

RECRUITMENT

- Do you know how and where your agency is going to use volunteers before you start to recruit?
- Are you able to recruit the types of volunteers you need?
- Do you make known your agency's volunteer needs through:

  brochures?
  newspaper articles?
  radio & TV announcements?
  talks to groups?
  come & see tours?

- Do you use a variety of sources for obtaining volunteers:
  your board members?
  friends of your volunteers?
  neighborhood people?
  Volunteer Bureau?
  churches?

- Have you tried using new volunteer potential as they become available:
  high school students?
  college students?
  retirees?
  employed men and women?
  club groups?

- Would you consider any adjustment of your program to accommodate:
  the hours that present day volunteers have available?
  the particular services or skills that individuals or groups of volunteers may have to offer?
  those people who are trying to meet special needs of their own?

INTERVIEWING AND PLACEMENT

- Are prospective volunteers interviewed before they start work in your agency?
- Is the interviewer a specially designated and qualified member of the staff—or of the volunteer organization?

- Do you allow sufficient time and privacy for a thorough, unhurried interview?
- Are your registration cards designed to furnish useful information?
- Do you try to discover the volunteer's particular capabilities, interests and experience—and offer jobs that are commensurate with these?
- Are the volunteers' wishes—and aversions—as to placement given consideration insofar as possible?
- If the particular service a volunteer wishes to perform cannot be used, do you offer a reasonable explanation and try to substitute other services that are needed and may prove equally interesting?
- Have you drawn up good clear job descriptions?
- When volunteers are assigned to a specific job, do they know:

  what they are to do?
  when, where, to whom to report?
  how many hours they work?
  what additional training is required?
  what equipment to bring?

- Is the importance of continuity of service in situations where the volunteer is working directly with clients or patients stressed?
- Do you discuss a termination date for a specific assignment?
- Do you leave a volunteer free to refuse an assignment in your agency?
- Are volunteers who cannot find the placement they want with you directed to another agency—or to the Volunteer Bureau?
- Have you the ability to turn down a volunteer who is evidently unsuitable?

ORIENTATION AND TRAINING

- Are time and personnel for the orientation of volunteers included in planning for your volunteer program?
- Do all volunteers working in your agency understand why the job they are doing is necessary and how it fits into the total agency picture?
- Are they given a place to work and to keep their belongings?
- Are they introduced to staff members and volunteers with whom they will be working?
- Do your volunteers know what is expected of them as to:
  performance?
  appearance?
  behavior?
  confidentiality?
  attitude toward clients or patients?
- Can they differentiate between the role of the volunteer and that of staff?
- Have you prepared manuals or other literature to help volunteers keep in mind the things they need to know?
- Do you acquaint volunteers with the agency's total facilities and with the names of its various department heads?
- Are your volunteers sufficiently informed as to the agency's purpose, program and philosophy to discuss these intelligently with their families and friends?
- Do you give the volunteer an opportunity to acquire the skills needed for a particular assignment through:
  formal training programs?
  consistent on-the-job training?
- Have you explored community resources for types of training that your agency is unable to provide?
- Do you keep the orientation process from becoming passive through:
  periodic volunteer meetings?
  discussion sessions?
  invitations to pertinent workshops?
  suggested reading material?

SUPERVISION

- Has your agency administration designated one person, staff member or volunteer, as the overall director of the volunteer program?
- Is the chain of command in your volunteer program clearly established?
- Do your volunteers know to whom they are immediately responsible:

  to report to for work?
  to turn to for help and advice?
  to call when unable to be present?

- Do they know when and where they can find their supervisor?
- Is there always some experienced person available to work with new volunteers and show them what to do?
- Do you keep track of how volunteers are getting along in their jobs:

  through an adequate system of records?
  through personal conferences?
  through contact with the supervisory personnel?

- Do you let the volunteer who is doing well know that this is so?
- Is an attempt made to help the volunteer who is not doing well by building up interest, increasing skills, instilling confidence?
- Are the channels of communication always open between you and your volunteers?

REASSIGNMENT

- Are your volunteers assigned to a specific job for a "trial period" at the end of which they may continue in the same job, be assigned to another, or withdraw altogether?
- Do you recognize that misplacement may be the cause of unsatisfactory performance and try to give volun-

teers another opportunity to use their skills more productively?

- Are your volunteers given a chance to change from one type of service to another, to learn new skills, to assume positions of greater responsibility?
- Do volunteers feel free to terminate their service with the agency after a reasonable length of time?
- Are volunteers told that they may return to the Volunteer Bureau or seek experience in another agency?
- Do you make sure that all volunteers, whether they resign after long term service, or are released because they have not worked out, leave with a pleasant feeling toward the agency?

ASSIMILATION

- Do you make it evident in all possible ways that your volunteers are needed and wanted?
- Are they regarded as members of a partnership without whom the agency's program would be the poorer?
- Are volunteers kept informed of agency news and any changes in agency program?
- Do you invite your volunteers to take part in:
  general agency meetings?
  occasional staff meetings?
  anything the agency does as a whole?
- Are they encouraged to make suggestions and do their ideas receive courteous attention?
- Do your volunteers feel so much a part of the agency that nothing short of absolute necessity will keep them away from the job?

RECOGNITION

- Do you feel it is important to most human beings to be told that their efforts are appreciated?
- Does your agency make a point of saying "thank you" to its volunteers:

informally and personally—on a day-to-day basis?
formally and publicly—in the presence of fellow workers, staff, board members, clients or patients, family and friends?

- Are the volunteers in your agency identified in any way while on the job by:
  badges?
  uniforms?
  so that clients or patients, as well as staff, may know who they are and why they are there?
- Are you familiar with the Red Feather Certificates of Appreciation that are available through your local Volunteer Bureau?
- Have you developed your own system of awards?
  certificates?
  pins?
  stripes?
  plaques?
- Is any of your agency's publicity devoted to telling the story of your volunteers' achievements?

EVALUATION

- Does your total plan for agency operation include a periodic stock taking of the volunteer program?
- Do you evaluate the program in which they work as well as the performance of the volunteer?
- Are volunteers an asset to your agency in the sense that they have:
  enriched your existing program?
  made possible the extension of services?
  made possible the inauguration of new services?
  served as first-rate public relations people?
- If your volunteers appear to be a liability, have you considered any new approaches that might convert them into assets?
- In evaluating the volunteer program, do you include:
  a look at the structure as well as the content?
  an assessment of staff time put in measured

against volunteer performance?
a discussion of problems encountered?

- Do both staff and administration—as well as the volunteers themselves—participate in the evaluation?
- Have you considered calling in an outside expert in order to keep the evaluation more objective?
- Are you prepared to receive the recommendations of an objective evaluation and see to what extent your agency can adopt them?
- Do your staff members:

  attend workshops on volunteers?
  talk to volunteer supervisors from other agencies or areas of service?
  consult the Volunteer Bureau?

  Evaluation generally leads one to consider whether a project or service should be continued, whether it should be discontinued, or whether it should take a new approach. It is generally clear that volunteer leaders will want to continue a project or service if they have agreed to do so for adjusted time period and if their evaluation reveals that there is still a need for the service rendered.

  Good evaluation promotes good programs!

ACCOMPLISHMENT AND RESULTS

Your statistics should be analyzed for the performance results in relation to the agreed-upon goals of the program and all of its components. A good appraisal will present a total picture of the performance of staff, board, committees, volunteers and the benefits to those being served. A summary statement of all surveys and questionnaires should result in a guide to action. Results will develop good guidelines if the evaluation was done thoroughly, and the results were compared to the job requirements and not to another person or another program.

If a volunteer continues on the job and the placement has been successful, the evaluation timing was right. If the volun-

teer is dissatisfied, the reasons for this dissatisfaction should be appraised, and a different placement may be desired.

Results of the evaluation should effect an immediate change in the program before further mistakes are made; and plans for the following year should be made to provide a greater degree of excellence than evidenced in the current appraisal. Current status may be changed to a new program designed for maximum service. Appraising and counseling efforts can be directed to planning and operational improvements. Understanding that change is something to look forward to, will put the program into action.

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